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ABSTRACT

This document suggests a curriculum framework to assist teachers, college managers, advisors, and others interested in extending curriculum development and implementation for young people (aged 16 to 19) in further education with moderate learning difficulties. The need for this report is outlined, and the target group is defined. A framework is then suggested for a curriculum that incorporates three elements: work preparation, learning to cope, and using free time. Steps in the curriculum design process are outlined. Learning "webs" are provided which show the content to be considered under each aim in the curriculum. Topics and activities appropriate to the needs and abilities of the age group accompany each web, together with selected examples of materials found useful by staff working with those young people. The report concludes with case studies of four young people for whom such learning programs would be appropriate. Where possible, an indication is given of the teaching and other strategies used by staff working with them, and documents used in their institutions are included. Appendixes include listings of aims and objectives which might be used in a vocational preparation course and of publishers of relevant materials. (YLB)

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Further Education Curriculum Review and Development Unit

## A Special Needs Document

ED229625

# Skills for Living

A curriculum framework for young people in further education with moderate learning difficulties

U.S. DEPARTMENT OF EDUCATION
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Dear Sir/Madam

SKILLS FOR LIVING

I enclose a copy of an FEU Study Group report, endorsed by the Board of Management as desirable policy. It suggests a curriculum framework for young people in further education (and training) with moderate learning difficulties. Such young people may well have attended ESN(M) schools; and in the light of the Warnock Report* an increasing number of FE colleges are now attempting to provide for them, post-16. This document is intended to assist teachers, college managers, advisers and others interested in extending the curriculum development and implementation in this area.

In Section ONE of the document, we recognise that for the most part we are at an early stage of curriculum development, but some experience does exist and this document relates to that experience. It also relates to A Basis for Choice not only because that framework has proved useful to those who are teaching young people with moderate learning difficulties, but also because the FEU feels that to isolate young people with special needs from a mainstream 17+ curriculum unnecessarily, seems to be potentially divisive.

Modest support has been already given to a few colleges and LEAs willing to use, develop and evaluate the ideas in this document; and more applications can be considered.

In the meantime, both the DES and FEU are hoping to provide more support in this area, and in noting that the MSC YTS scheme is also to embrace these young people, we offer this document as a contribution to a hitherto neglected area of provision.

Yours faithfully

Jack Mansell

JACK MANSELL
Director

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* WARNOCK REPORT. Special educational needs: report of the committee of enquiry into the education of handicapped children and young people. London: HMSO, 1978.

Designed by a student of Mid-Cheshire College of Further Education

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1 reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2 determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

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# Foreword

When so many school leavers face great difficulties in securing employment or in making the right decisions about future careers, it is easy for the needs of those who are specially at risk to be either overlooked or disregarded. Yet it is precisely at a time of difficulty for the majority that the problems of the vulnerable become enormously exacerbated. Those young people with moderate learning difficulties (most of whom will have been at ESN(M) schools) constitute such a vulnerable group. This report is concerned with needs of such young people and proposes a curriculum framework which will not isolate them from others in FE but which will be responsive to their special needs. The basic stance of the report is that special learning needs should not result in isolation and, throughout, the emphasis is upon providing a set of relationships which will allow and encourage progression and integration with other FE provision.

The Warnock Report presented a comprehensive survey of issues relating to children and young people with special learning needs. This report is, in part, a response to the Warnock Report by the FEU on behalf of the FE service. It represents the first stage in a process to bring about a greater awareness in FE of the needs of a neglected group of young people. The proposals are practical, realistic and, if adopted and developed, would be tremendously helpful to a significant number of young people to whose needs the FE service must respond.

GEORGE TOLLEY
Chairman

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# Preface

i. The FEU is particularly concerned with curricula for young people whose future is uncertain and/or who have been neglected by the further education system. Students with special learning needs obviously fall within this category, and indeed the Warnock Report identified further education provision for such young people as one of its priority areas. The worsening unemployment situation has increased their vulnerability.

ii. This document is one of a small but growing number of FEU reports in the special needs area. Having sponsored surveys of the area, the FEU is now attempting to produce curricular ideas and support for colleges, advisers and teachers who are involved in this work. Section 1 of the document outlines the need for the report, and places it in the context of our other work.

iii. What then follows is a suggested curriculum framework for young people post-16 with moderate learning difficulties. (Most of the target group will have been at ESN(M) schools, but some will have been in mainstream education.) There is evidence that teachers have found many of the principles and some of the content of *A basis for choice (ABC) FEU, 1979* valuable in working with these young people. This report has therefore been taken as the starting point for a special needs curriculum. ABC aims which seemed to have an immediate priority for students with moderate learning difficulties have been identified. Related, intermediate aims have then been formulated which focus on three main areas: learning to cope, preparing for work, and using free-time. A "web" of learning activities accompanies each aim, together with a resource list.

iv. To isolate special needs from a mainstream 17+ curriculum seems not only to be unnecessary but potentially divisive and it is gratifying to see that the MSC's plans for the Youth Training scheme to be introduced in 1983 will embrace young people with moderate learning difficulties. Throughout the document therefore a series of relationships has been deliberately constructed between what we consider to be immediately and obviously applicable to these young people, and the possibly wider horizons of ABC-type courses and YTS programmes. This leaves open the possibilities of integration, progression, and employment.

v. The principle of individually constructed programmes runs through the document, accompanied by the reminder that any opportunity for young people to negotiate their own learning should be regarded as an aid to maturation rather than a threat to the teacher. The implications of this, related to the case-studies of individual students, exemplify the extraordinarily challenging nature of this work. The Board of Management wishes particularly to place on record its appreciation of the members of its Special Needs Study Group and others* who contributed to the development of this document.

vi. The FEU recognises that it, as well as the further education system as a whole, is at an early stage of curriculum development in this area. The emphasis in this document is therefore on work in progress. The process of devising the framework is described, so that it may be tested as well as the framework itself, and so that adaptation to local circumstances can be carried out. We aim to follow this document with more detailed guidance with respect to implementation. LEAs, colleges and individual teachers wishing to test and develop the ideas and guidance we are producing in this area are invited to apply for FEU support.

JACK MANSELL
Director

*See Appendix 1.

# SECTION 1
# The Aims of this Document

1. Young people between the ages of 16-19 with moderate learning difficulties are to be found in schools, colleges, and a variety of other training establishments. Some are in training workshops, others are in special training units attached to colleges, and the range of organisational settings and their curriculum provision are described in a separate FEU document in this series.*

2. Many of these institutions have only recently been provided for young people with special learning needs. Consequently, they tend to have few specially trained staff, and the curriculum offered is generally dependent upon existing facilities and expertise.

3. Staff are often unprepared for the special demands created by the physical, sensory, emotional, social and learning disabilities of this group of young people. They need help in the planning and implementation of curricula related to these special needs.

4. Many further education institutions, in attempting to make provision for this group of students, have turned to existing FEU documents for help and support. In particular *A basis for choice* (ABC), outlining as it does a common framework of basic skills, has been welcomed and used.

5. The curriculum aims in *A basis for choice* (included as Appendix 2 of this document) could apply to all the young people in the age group on whatever kind of course they find themselves, but for some, especially those with learning difficulties, the immediate need may be to focus on particular aspects of the curriculum, using different teaching and learning approaches to suit their stage of development. Since these approaches will vary according to the context in which the teaching is taking place, the framework needs to be capable of local and institutional variations.

6. This document describes a curriculum framework which focuses on a selected area of the work described in *A basis for choice* and looks in more detail at those aims which appear to be of high priority for students who may not in the short-term achieve the whole of what ABC sets out. It assumes that young people with special needs should be encouraged to aspire to a level of at least that associated with a pre-vocational course along the lines of ABC, it being recognised that many may not reach that level, and those that do may well require more than one year. This possibility is recognised in the Government's paper on the new 17+* pre-vocational qualification and, to some extent, in YTS schemes. We have tried to suggest a framework which can apply within a school or college, or within, say, a training workshop, although in each of these places the means of achieving the aims may be very different.

7. The Warnock Report** defined as a priority the need for further education to make special provision for students with particular learning difficulties, and, as a first step, the FEU commissioned from the National Foundation for Educational Research a review of research.*** This review identified a need for curriculum guidance for teaching staff in further education, and this need has been further identified by requests from the teaching staff themselves. On curriculum development the NFER Report recommends: –

> "There is a balance to be found at two levels – ensuring special needs are met without further isolating students, and preparing them for the practicalities of work and adult living without unduly narrowing their educational experience and opportunities for personal development . . .
> At FE level many new courses must be developed or adaptations made to existing ones in order to cater adequately for young people with special needs. These courses need to be custom-built to an extent in order to take account of students' needs, their wishes and aspirations, and local conditions. At both school and FE levels there will be specific curricular concerns relating to older pupils such as the possible need for social skills training".

8. As a later FEU/NFER report *Stretching the system* indicates, some further education institutions are already well advanced in the provision made for this group of young people; others are planning their provision and face a completely new field of work, with its associated staff development problems.

*Stretching the system.* FE and related responses to students with special needs. FEU, 1982.

*17+ *a new qualification.* paragraph 22. HMSO, 1982.

**Warnock Report. *Special educational needs:* Report of the Committee of Enquiry into the Education of Handicapped Children and Young People. HMSO, 1978.

****Students with special needs in FE.* FEU, 1981.

9. The FEU has suggested that much effective staff development occurs within or between colleges, and should be ***curriculum-led,*** so that by developing curriculum provision, staff work together to support each other, and share experiences, difficulties, and materials.

10. This document not only outlines a suggested curriculum framework, but also describes the process which was gone through in order to devise the framework, so that others may follow the process. We need to recognise that for the most part we are at an early stage of curriculum development in this area and we regard this document as a base for development and evaluation, rather than as a statement of definitive policy. However, we hope that, even in this early form, the framework can be put to immediate use by teachers working with students in the target group, and particularly that it will help those facing such students for the first time to make a smooth and effective entry into this new area of teaching.

# SECTION 2
# The Target Group and the Further Education Curriculum

11. The wide definition of Special Needs in the 1981 Education Act may encompass up to one in six of the school population. In this curriculum document we are concerned with only a proportion of these: the group in further education for whom the curriculum objectives and learning styles may require some differentiation from those of the majority of existing students.

12. The largest group of such 'special needs' students comprises those with moderate learning difficulties and this is the group which is presenting immediate curricular challenges in the FE system. We recognise that even within this group there is a range of ability and great diversity of difficulty. At present, many of these young people transfer to further education from special schools, but we are aware that some students in ordinary schools have similar difficulties to which further education also may need to respond.

13. This document therefore proposes a curricular framework for those with moderate learning difficulties. Much of what it proposes may also be of relevance to those with severe difficulties although there are already some guidelines to help them.* An analysis of the causes of, and background to, such difficulties is beyond the scope of this document. Under-achievement and slow learning may be rooted as much in emotional difficulty or social disadvantage as in developmental factors. Whatever the cause, this document can only hope to contribute towards satisfying the need.

14. We need to recognise that after the age of 16 the young people we have in mind can be taught either in schools, colleges, or in a range of training establishments – on full or part-time schemes, varying in length from about thirteen weeks to two years. Each of these institutions may have different intentions. With decreasing employment prospects for this group of young people, there is a growing debate about the relative merits of preparation for work, preparation for adult life and preparation for life without paid employment (a favoured phrase to describe a curriculum for this last group is "significant living without work"). We argue below that all three elements need to be covered.

15. What is needed is a curriculum which achieves the correct balance between them, having regard to the individual and to the geographical location, its work and leisure opportunities. All are subject to change, and it is important to recognise the possibility of future structural economic changes, and prepare young people accordingly to work in non-traditional ways, for example, via co-operatives, or small-scale self-employment.

16. The framework presented in this document is consistent both with the aims of *A basis for choice*, and with the themes in the later FEU publication *Vocational preparation*, in that the young person's needs in terms of work preparation, and social and personal development are all considered. In *Vocational preparation*, four curriculum themes are identified: ***basic skills, relevance and experience, counselling, guidance and assessment, negotiation.*** The framework in this document covers ***basic skills*** but not to the same level as in the original. ***Relevance and experience*** are obviously as crucial to this group of young people as to any other. This document starts with the present position of the young people, and suggests a curriculum responding to their needs, and based on experiences. The third theme in *Vocational preparation* ***counselling, guidance, and assessment,*** is of considerable importance here. A curriculum defined mainly by student need should be responsive to expressions of that need, and the counselling role of the teacher should offer the opportunity for constant monitoring, and evaluation of student performance, response, and need. Assessment is clearly a part of this process, and the case studies in this document give some idea of the assessment tasks required. There is, however, much more detail on assessment in the FEU Special Needs document *Making progress?*.* The fourth element, ***negotiation,*** is particularly important here, since curriculum design and implementation are almost certain to vary with individual special needs. Negotiating opportunities with individual young people may be limited, although they are likely to have firm ideas about some of their needs and wishes; the setting of day-to-day "targets" to be reached is likely to be a point of negotiation between teacher and taught, if motivation is to be sustained. Teachers working with these young people may also find themselves conducting negotiation with a higher than usual number of "outside" people, eg parents, social workers, doctors, educational psychologists, work experience employers.

*See footnote to paragraph 19, and the "Copewell" curriculum, being developed by the Hester Adrian Research Centre, University of Manchester.

*Prepared for FEU by the University of London Institute of Education.

17. Ideally, young people should be carefully assessed during their last years of schooling and on entry to further education to ensure that they are placed in the most suitable provision for their abilities and aspirations. This assumes that there is a range of opportunities available to suit a range of needs. In fact the provision is more usually haphazardly planned and provided, and only the fortunate few have a choice of scheme into which to progress from school. The choices on offer may be to stay on at school; to move on to a college where extensive use can be made of college workshops and other vocational facilities, or to go to a training workshop, where the workshop itself is the learning environment, or to go on to a YTS scheme which would involve both on-the-job and off-the-job learning. (In the light of possible restrictions on the amount of time young people will be able to spend on YTS and similarly-funded programmes, some students with learning difficulties may be best advised to defer entry and remain in full time education until they are 17.)

18. Schemes which take place in training workshops are different from those in colleges, in that the experiences available are more direct, and the work orientation of schemes is highlighted. During the course of the day, the sensitive workshop instructor will find a range of learning opportunities to exploit*, or there may be a general education input linked with the workshop, whereas many experiences in a college may need to be simulated. On the other hand a carefully designed college scheme may be more readily structured to assist the cognitive development of students, which it is asserted can often be given a considerable boost at this age. Whether or not a range of provision is available, it is necessary to plan a balance between the various elements mentioned, and the different approaches implicit in them. The role of pre-course assessment is therefore to place students appropriately, and to assist in the planning of suitable work for them to do.

19. As we have already suggested (paragraph 14) there is a balance to be found between the three major elements of the curriculum: preparation for work; preparation for adult life and the development of coping skills; and preparation for a life in which there may be little employment, but ample free time.

i. WORK PREPARATION. Vocational preparation is a powerful motivator, but there are considerable risks involved in unrealistically raising aspirations for those with little immediate prospect of employment. "Preparation for unemployment" however, is for many a quite unacceptable aim, and the acquisition of work skills can be justified even for those with low employment prospects. Many of the skills which can be taught through a vocational focus can be of use outside the world of paid employment. Work preparation may involve a discussion of the distinction between work and paid employment.

ii. LEARNING TO COPE. College-based schemes usually emphasise social and personal development, using what resources they have available to provide the context for teaching. This results in a variety of emphasis on vocational content. There is a considerable body of work on the development of "coping" skills, much of it related to the severely mentally handicapped.*

An analysis of the context in which social and personal development is necessary is a useful vehicle for staff and course development, and is the basis for the curriculum framework described later in this document.

iii. USING FREE TIME. There are schemes with an emphasis on creative and leisure activities, which assume that young people will not have paid employment and therefore need to be introduced to as many leisure activities as possible. We would maintain that even the quite severely handicapped should not simply be taught to occupy their time, and would repeat the plea for a comprehensive, well-balanced, and carefully structured programme for all young people. Some work preparation should be included, even for the most severely handicapped of those to be found in colleges, who can still be shown to have some productive capacity. If this tends to produce mundane,

*See Gerald Browne's account of the Bridgend Project. IFAPLAN News Letter 7.1981.

*eg Whelan, Edward and Speake, Barbara, *Learning to cope*. Souvenier Press, 1979; "Let's Go" BBC TV Series, and supporting materials.

routine tasks, we would suggest the development of creative work, such as can be found in Swedish training centres, where the craft traditions of working in wood and with fabrics are being promoted on a commercial basis.

# SECTION 3
# A Curriculum Design Process

## Developing the Curriculum

20. What follows is an account of a process carried out by a small team, with examples of what that process produced. It is not intended to be prescriptive, but it offers a pattern for curriculum development and exemplifies it in the context of education and training. There is a pressing need for staff development in this area, and it is our view that such development should be college-based and curriculum-led, by which we mean that through developing a suitable curriculum, a team of staff will develop expertise in working together, and confronting the issues involved in the design and implementation of such a curriculum. It may be appropriate in some instances to use these guidelines as they stand; others may wish to adapt the process followed here, building in their own local variations.

The process comprised the following steps:

Defining the aims (paras 21 and 22)
Defining the context (para 23)
Planning the content (paras 24-26)
Relating the teaching and assessment strategies (27-29)

## Defining the Aims

21. Of the aims set out in *A basis for choice*, several would appear to have a high priority for young people who have learning difficulties, and who might not achieve all of the aims or who might take several years to do so. It is suggested that these are as follows: –

Aim 1 To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

Aim 2 To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

Aim 4 To bring about an ability to develop satisfactory personal relationships with others.

Aim 5 To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

Aim 11 To bring about a development of the coping skills necessary to promote self sufficiency in the young people.

22. *A basis for choice* describes the way in which these aims might be achieved, by defining objectives which directly contribute to the aims. To help young people with learning difficulties achieve these ABC aims, the team felt that an intervening stage of mediation was required, which would allow these young people to relate more directly to their aims. The team therefore identified a range of ***intermediate*** aims upon which the special needs curriculum should concentrate. These are as follows:

| ABC AIMS | INTERMEDIATE AIMS |
|---|---|
| | Young people should be assisted to: |
| Aim 1 | 1. understand themselves and the society around them. |
| Aim 2 | 2. make good use of their time.<br>3. work. |
| Aim 4 | 4. get on with other people.<br>5. present themselves well. |
| Aim 5 | 6. be responsible. |
| Aim 11 | 7. stay solvent.<br>8. cope in most normal circumstances. |

This list does not suggest a particular order of priority. As paragraphs 7 and 19 have already suggested, a balance should be found appropriate to the needs of individual students.

## Defining the Context

23. The aims and scope of a programme will relate to the context in which the young people find themselves, eg the college or training workshop, the family, the community. Depending on the length of the programme it may be possible to encompass all of these contexts, possibly starting from the immediately familiar (the individual student) and moving into the other contexts as appropriate. On a shorter course, priorities would need to be established on the basis of individual student need, especially where there are no fixed dates for entry to, and exit from, the

course (eg roll-on, roll-off schemes). In a training workshop, it may be more difficult to structure experiences in this way, and learning opportunities may have to be taken as they arise, even where there is some specifically "educational" time, for instance a social and life skills session. This kind of adjustment of the basic framework, and agreements about who can best deal with what, are examples of what FEU means by "negotiation" in the curriculum (paragraph 16).

## Planning the Content

24. The next stage in the process of curriculum planning was to define learning activities to fulfil the intermediate aims. Instead of formulating precise objectives, each aim was made the subject of a "brain-storming" session which collected and appraised as comprehensively as possible the topics and areas to be considered under each aim.

25. Brain-storming, sometimes called "deferred judgement decision-making", is a process by which a given topic is presented to a group of people, who randomly suggest ideas which might relate to it. Initially, all ideas are received without judgement as to their worth. As the process develops, the ideas are gradually refined, adopted, or rejected, until a final set of items is agreed.

26. The result of this process was the production of a series of interconnecting "webs", which can if desired be translated into a check-list of abilities for assessment and monitoring purposes. The "webs" can be found in the next section of the document. The items on the "web" should be capable of being considered in a variety of contexts, eg the web for "gets on with other people" includes family and friends, strangers (some in positions of authority, others not), college staff, policemen, etc and teaching in this area can occur at home, in college, or in work.

## Assessment and Teaching Strategies

27. Where students are likely to have different starting points, learning needs, and rates of progress, it appears to be less useful to construct a formal syllabus than to work from a check-list of competencies which it is aimed to develop in students. The "webs" do not comprise a sequential syllabus to be followed through step by step; they could however form the basis for a check-list which includes items relevant to each individual and can be used to record student attainment at the beginning, during, and at the end of a scheme.

28. In *Vocational preparation* it was suggested the teaching/learning programme should be a sensitive response to the needs of the individual, and where students with moderate learning difficulties are concerned, the counselling skills required by tutors should be supplemented by an awareness of the causes and likely effects of these difficulties. Identification of the nature of learning difficulty is an essential pre-requisite to any successful teaching programme and careful assessment before, during, and at the end of the course, should be included. Pre-course assessment will ensure appropriate target-setting; continuous assessment during the course will ensure appropriate modification to these targets; end-of-course assessment will both show what progress and competencies have been achieved, and produce a report for the next stage. This document does not give detailed recommendations about assessment procedures, although readers may find the documents in Section 5, Example 1 useful. Other detailed examples of methods of assessment will be found in another FEU publication in this area *Planning and implementing programmes for students with special learning needs* (working title) which deals with the implementation of the "coping" area of the special needs curriculum. A useful overview of the functions of assessment for students with learning difficulties in further education is also available from the FEU*. In general it can be said that student ***profiles*** appropriately serve the needs of pre-course, continuous, and end-of-course assessment, for these as for other learners.

29. The final stage in the curriculum development process was a pooling of ideas about teaching strategies and resources. They were suggested either as a result of noting ideas on the "webs", or because of experience of implementing these ideas.

*Making progress? FEU, 1982.

# SECTION 4
# Starting Points for Implementation

30. This section contains the learning "webs" described in paragraph 26, together with the resource lists described in paragraph 29. The "webs" are related to the intermediate aims defined in paragraph 22, adapted from the selected aims of *A basis for choice*. They suggest topics and activities appropriate to the needs and abilities of the age group.

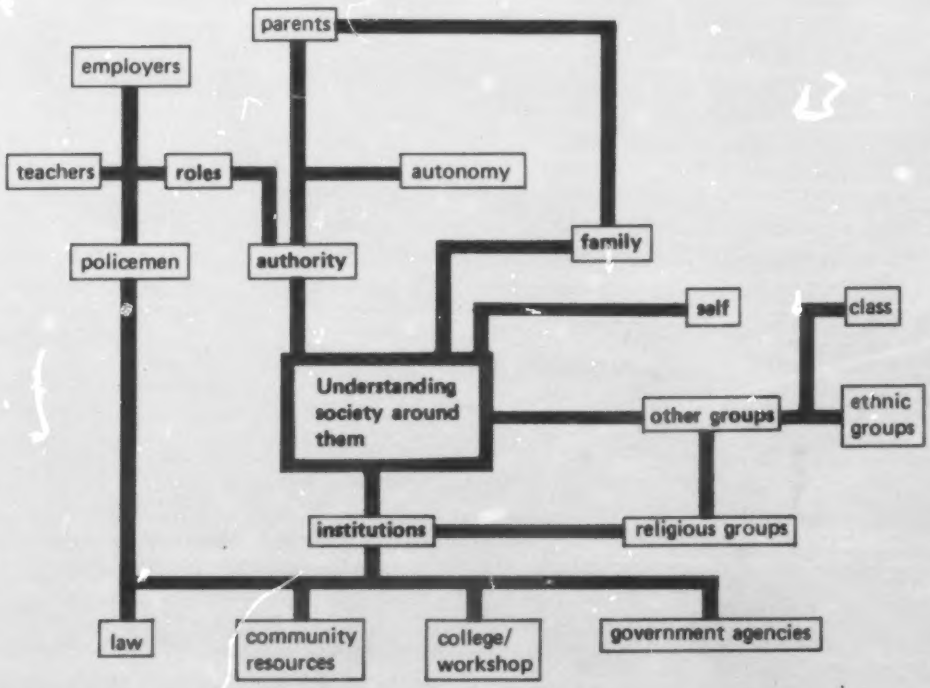
31. The process of building up this picture of associated ideas is intended to provide an easily absorbed "check" on what might be included in a particular section of the curriculum. It can also act as a basis for ideas for teaching activities. Some suggested teaching approaches accompany each diagram, together with selected examples of materials found useful by staff working with these young people. There is no sequence, as this will largely be determined by the needs of the students. Teachers will naturally wish to add to the list of resources those which they have found particularly useful, and it is our suggestion that this list can become the basis of a college catalogue of resources.

32. The lists of activities and resources are neither exclusive, prescriptive, nor comprehensive. Although some of the resources may prove difficult to obtain, or somewhat dated, reference has been made to them as a stimulus for teachers to consider producing similar materials for themselves. Where the address of an organisation is listed in Appendix 3, it is not repeated in this section.

## Figure 1

### "To understand themselves and the society around them"

(Related to Aim 1 of ABC: To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.)




n.b. combines with "getting on with other people"

# To understand themselves and the society around them

(See Figure 1 and Figure 4)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Family | Draw up a family tree.<br>Discuss and list numbers of contacts with extended family, eg daily, weekly, yearly, longer. | Do It Yourself. Arnold (Edward). |
| Authority | Who makes the decisions in the family?<br>Discuss and list the obligations that go with different roles, eg parents, children, employer, employee. | Rights Game Kit. Small Heath Community Law Centre 1979. |
| | Official speakers, and visits to places of work, eg police, solicitors, fire brigade. | |
| | Simulation: a court-room, emphasising the different language styles of Judge, defendant, lawyer. Note the switches of authority in such settings. Visit a magistrates court. | |
| Institutions | Which governement and local government agencies can help you with which problem?<br>Devise quiz/game based on "where would you go if . . . ?" | |
| College/workshop | Staff hierarchy. Who is in charge of whom? Relate to other work situations. Who is responsible? | |
| Other social groups | What are the variations? Class, ethnic groups, age etc. | As others see us. Arnold (Edward).<br>Dilemmas. Arnold (E. J.). |
| Ethnic minorities | Using group members' own experiences, discuss minority group traditions and festivals. | Photographs from Bangladesh.<br>ILEA Learning Materials Service ref PFB.<br>Marches. ILEA as above. Photopack. |
| | Cooking and eating food from different cultures. | |
| | Visiting speakers, eg parent, teacher, describing childhood in country of birth. | Multi-cultural education. ILEA as above, ref RL2. |
| | Have an international day-exhibitions of costumes, photographs, crafts of each group represented in college. | I'm Here/Race for Survival. ILEA Videocassettes. |

## Figure 2

### "To make good use of their time"

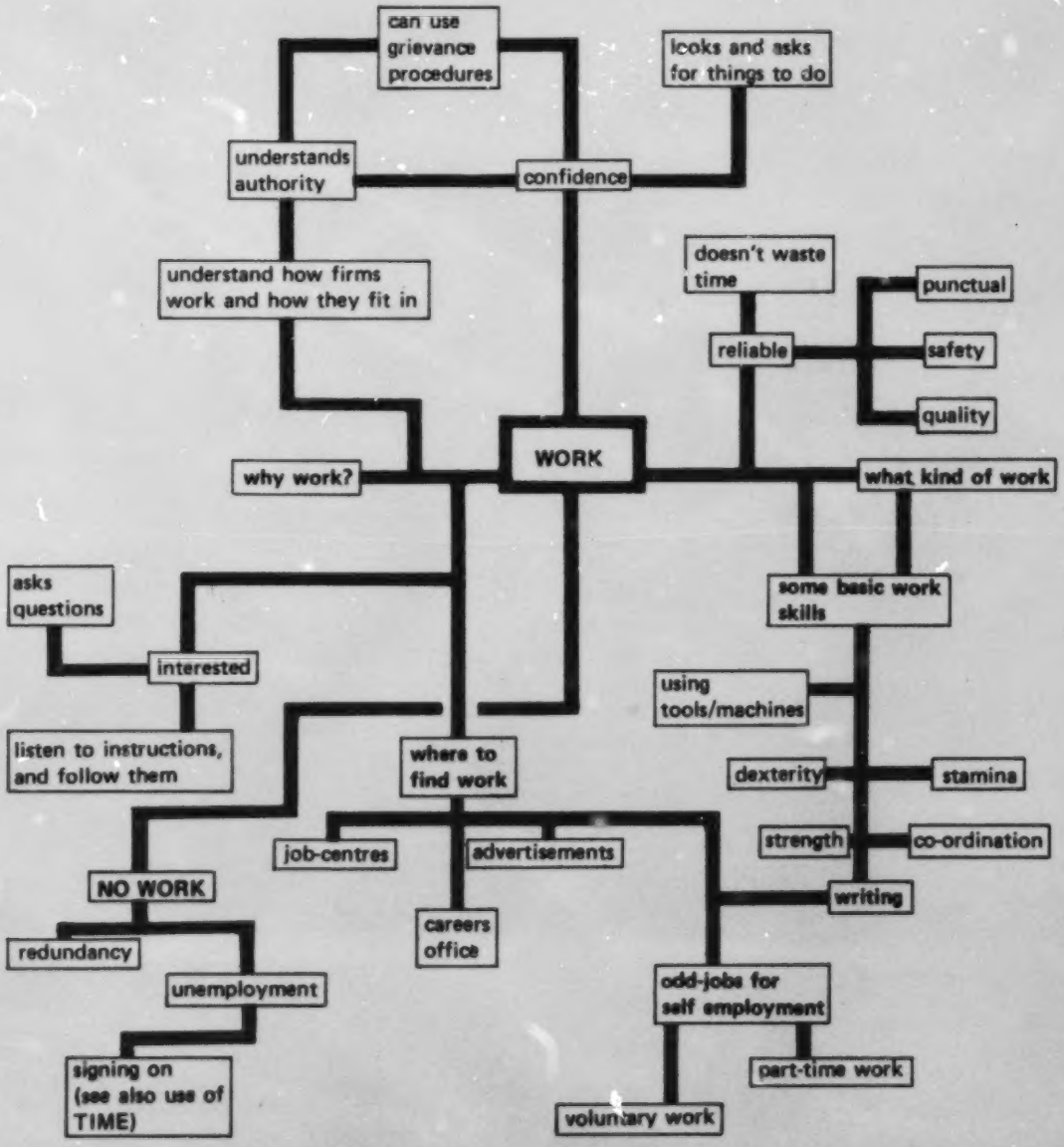
(Related to Aim 2 of ABC: To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.)

# To make good use of their time
(See Figure 2)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Odd jobs | Identifying possible jobs, college based and community projects involving<br>a. Advertising to find trade.<br>b. Selecting appropriate tools/equipment.<br>c. Learning skills involved in jobs – washing cars, cleaning windows, gardening, delivering papers.<br>d. Handling money.<br>e. Time commitment.<br>f. Comparison of advantages and disadvantages of the jobs. | Openers series – Cambridge University Press 1978 05 21 21996 1.<br><br>Young Enterprise (for the running of a business).<br><br>Leisure 9-16 Trump Cards. Special Education Publications 1973. Elfrida Rathbone Society. |
| Profitable hobbies | Speakers describing their hobbies, eg breeding budgies, rabbits etc., totting (dealing in second hand goods).<br><br>Consideration of factors as for 'Odd Jobs'. | |
| Voluntary Work | Placement in community projects.<br>Visits to/speakers from projects.<br><br>Identifying groups and consideration of special needs. | CSV packs.<br>Scene (BBC TV) programmes.<br><br>Information packs from individual charities. |
| Local resources<br>Libraries<br>Adult Education<br>Youth Clubs<br>Galleries | How to join<br>Joint AEI/FE programmes.<br>Visits – large and small groups, individual visits based on own choice, and planned with minimum teacher intervention.<br><br>Planning visit to cinema.<br>Social Activities – parties/discos/residential courses.<br>Meeting boys/girls.<br><br>See also the activities suggested in "getting on with other people". | Open book: a guide to Lambeth libraries for new readers – Lambeth Directorate of Amenity Services.<br><br>Warm-ups and Ice-breakers. Cockpit Arts Theatre Workshop.<br><br>Gamester's Handbook. Hutchinson 1978. |

**Figure 3 "To work"**

(Related to Aim 2 of ABC: To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.)



# To work

(See Figure 3 and Figure 2)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| What is work? | Work Taste I – one week block with debriefing. | Getting to work Whelan and Speake, Souvenir Press, 1981. |
| Why work? | Questionnaires focussing on reasons for likes and dislikes. | Working in a City. ILEA Learning Materials Service. |
| | | Breadwinner Series. Blackie, 1978. |
| | Interviewing people at work, eg in college, at home, in local community. | |
| | Work locations – matching jobs to locations. | STARAS Leavers Programme Learning Materials Ltd. |
| What kind of work? | Assessing own strengths and weaknesses through questionnaires, quizzes, discussions. | Going My Way. Ward Lock, 1974. Social Skills and Personal Problem Solving. Tavistock Publications, 1980. |
| | Male/female job roles and expectations. Qualities appropriate to jobs. Discussions and investigations. | Work Experience Projects. Careers Research and Advisory Centre, 1978. |
| | Matching self to qualities required. Self-profiles. | Factory Life and Work. Harrap, 1973. |
| | Visits. | |
| | Worksheets which focus on skills, and advantages/disadvantages of jobs. | On Your Own Two Feet. Heinemann. |
| | Discussion of job categories eg. working with people, with paper, practical occupations. | |
| | Work Experience 2. Sheltered work place, eg college/community home/day centre. | |
| | Work Experience 3. Based on individual choice and tutor counselling, possibly in open employment. | Life Skills Teaching Programme No 1. Life Skills Associates 1980. |

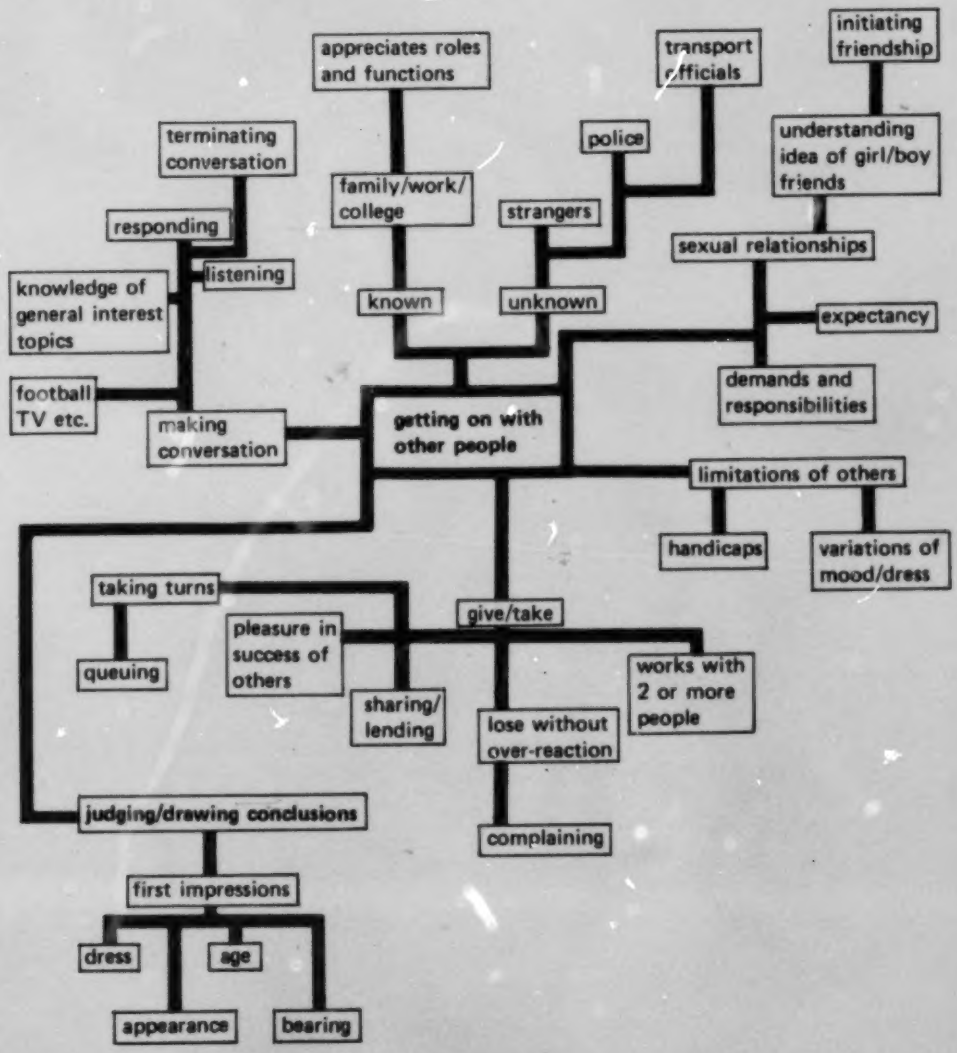
| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Some basic work skills | | |
| (i) Related to people | Discussing emotions in relation to self and others. Changes in emotions according to situation. How students see themselves. How others see them.<br>INTERACTION. Discussions and role play-getting on with different generations, people in authority, personality types.<br><br>SKILLS. Work placement in community work. Evaluation of placement by student and employer focussing on skills used, eg talking, listening, patience etc. | |
| (ii) Related to paper | Sorting according to size, shape etc.<br>Collating<br>Filing<br>Copying numbers<br>Counting out in groups of ten<br>Answering telephone<br>Taking messages<br>Repeating and timing simple tasks. | |
| (iii) Practical | Simple kinaesthetics, eg loading and unloading; club swinging, pushing, pulling, carrying heavy objects, leather work, metal work, woodwork, jewellery making, sewing by hand and machine. Using a variety of media to make 2D and 3D constructions; cutting, sticking, measuring. Use of college workshops as an introduction to activities. | |

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Finding Work | Scanning advertisements isolating key areas of importance. Filling in forms or knowing who to ask for help. | Formfilling Series. Macmillan, 1978. |
| | Sample selection tests.<br>Visiting Job Centre, Careers Office.<br>Jobsearch activities locally – newspapers and shop window advertising. | Jobs: how to find them. Leeds Adult Literacy Scheme.<br>Job Mate: National Extension College 1979 |
| | Handwriting<br>Interview practice – posture.<br>Simulated interviews (using video).<br>Choosing clothes. | Handwriting. Ladybird, 1968.<br>Easy handwriting book. Foulsham, 1979.<br>Handwriting. Nelson.<br>The Interview. Centreprise. |
| Maintaining and keeping work | Rituals of work – discussion and worksheets based on student experience. | Its not what you do – work.<br>ILEA video cassette. |
| | Structure of work and roles of employer and employees – videos, worksheets. | Health and Safety at Work: a basic guide. Workers Educational Association. |
| | Signing a contract – eg college contract.<br>Joining a Union – joining Student Union. | Your Rights at Work.<br>Trade Union and Basic Education Project 1979 |
| | Discussion on role of union – discussion of any current disputes. | |
| Redundancy and Unemployment | Interviewing people out of work; focussing on feelings; reasons for loss of job, passing the time, looking for another job. | Maria's trip through the system – Hackney Reading Centre 1978.<br>Bullseye Books – Careers Research and Advisory Centre.<br>Topic Tips – Leeds Adult Literacy Scheme. |
| | Signing on procedure.<br>Visit to Social Security Office. | Your Wage Packet. Nelson, 1973.<br>'Taking Off'. Pan, 1980. |
| | NB See also Use of Time. | |

## Figure 4

### "To get on with other people"

(Related to Aim 4 of ABC: To bring about an ability to develop satisfactory personal relationships with others.)



# To get on with other people
(See Figure 4)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| In familiar situations, eg family | Role-play and drama to explore common conflicts and ways of resolving them. | |
| eg college | Who is who among the staff.<br>Group work exercises to establish identity of the student group.<br>Organising outings. | Warm-ups and ice-breakers. Cockpit Theatre Workshop. |
| In formal situations, with strangers | List formal occasions: eg wedding, court-room, interviews, meetings, social security office, tax office. | Gamester's Handbook. Hutchinson, 1978. |
| | Identify differences in dress and language in formal situations. Discussions and role play. | It's Your Choice. Arnold (Edward), 1977. |
| | Discuss hidden rules, and act out situations, eg at the doctor's, eating in a restaurant, in a bus queue. | Games and Simulations. Woburn Press, 1978. |
| | Go out for a meal. | |
| Using language and making conversation | Talk about different modes of address between different age groups and social groups. | |
| | Enact sketches, eg the waiting room, the public library, where somebody acts informally when it would be more appropriate to behave more formally. Discuss why such occasions can be embarrassing. | |
| | Use of tact. What does it mean? | |
| Initiating Contacts/ Conversation | Tape responses to questionnaires in college and then outside in the town, eg attitude to smoking. | Access. National Extension College, 1978. |
| | Carrying messages to staff and others within college. | |
| | Use of video of people in busy public places, eg market.<br>How do they behave? 1. In an informal situation. 2. In a more ordered/formal setting.<br>How do people judge personal space?<br>Using a tape measure, measure distance | In Other Peoples Shoes. Longman, 1972. |

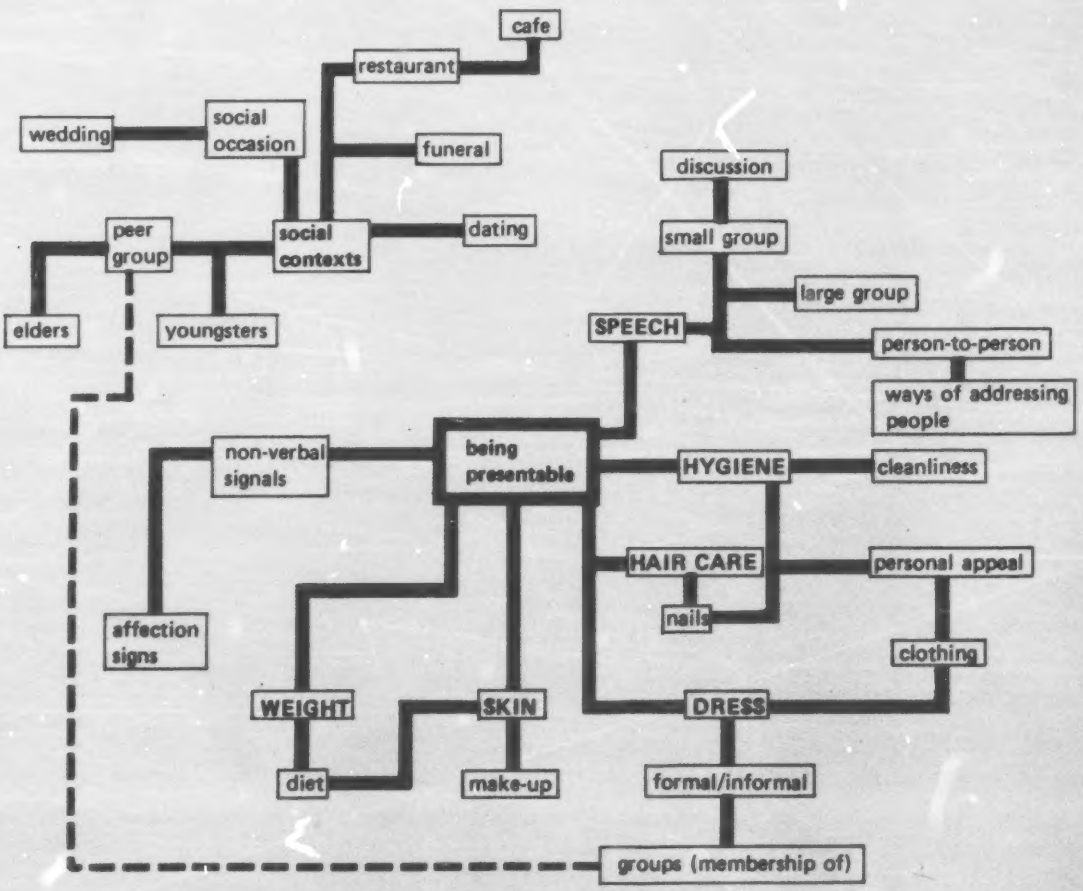
| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| | that people stand apart from each other in conversation. Do people feel uncomfortable if standing too close?<br><br>Simulation: – standing in a bus queue. Start with 2, then 3, up to 6 people. Follow-up with why it is difficult to talk naturally in such situations, why do people feel awkward; other queues, eg fish and chips, cinema. | |
| Personal Relations | List the ingredients that make the perfect girl/boy friend. Discuss if these are desirable and realistic expectations. | Male and Female. Careers Research and Advisory Centre, 1977.<br>Central TV. Making a Living Series, 1980. |
| | Imagine a group of young people sharing a house/flat. How do you allocate normal day-to-day responsibilities? What rules do you have for girl/boy friends staying overnight? | Starting Out. Yorkshire TV, 1980 (10 part). |
| | Simulation: – how do you tell a close friend that they smell? Does this differ from a not-so-close friend? Does the way you speak and what you say differ from situation to situation? | |
| | Discuss how different moods affect our ability to get on with other people. | Problem Page. Arnold (E. J.), 1979. |
| | Listening skills –<br>Chinese Whisper: whole groups sit in a circle and a message is whispered one-to-another. Is the message the same at the end of the round?<br><br>Listen to a spoken passage – interrupt each time a word that has a 'p' in it is heard. | |
| Getting your own way | Simulation: – 1. Persuading friends/parents to lend you money for a record or pop concert. 2. Persuading a reluctant girl/boy friend to go to a party. | Gamester's Handbook. Hutchinson, 1978. |
| | Discuss who has power in relationships. Who pays when you go out on a date? | |
| | List and discuss methods of getting attention, eg shouting, wearing see-through blouse. | |

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Taking a hint | Discuss how shades of meaning can be imparted in informal talk – by way of voice information, eg "Suits me", "OK". | Language in Use. Arnold (Edward), 1971. |
| | Think of how individuals have certain phrases, characteristic expressions that give us a clue to their emotional states. | Life-skills Teaching Programme No. 1. Life Skills Associates, 1980. |
| Judging people | List features that lead us to form opinions of people. What are the influences on our opinions of others, eg dress, jewellery, hair style... ? | Who Do You Think You Are? Arnold (Edward), 1978. |
| | Judge photographs of faces to which imagined attributes are ascribed. Practise oneself with a mirror. | Learning in a City. ILEA Learning Materials Service. |
| Non-verbal signs | Cut out pictures of people and make 'balloons' of white paper. Write down what they are saying and how this contrasts with what is being thought and left unsaid. | Silent Language – Schools Council Integrated Studies Unit 1. Exploration Man Gestures by Desmond Morris, 1981. |
| Official Complaints | Letters of complaint e.g. consumer complaint Telephone complaints – simulation and tape-recordings. | Hassle. Community Services Volunteers. |

## Figure 5

### "To present themselves well"

(Related to Aim 4 of ABC: To bring about an ability to develop satisfactory personal relationships with others.)



# To present themselves well
(See Figure 5)

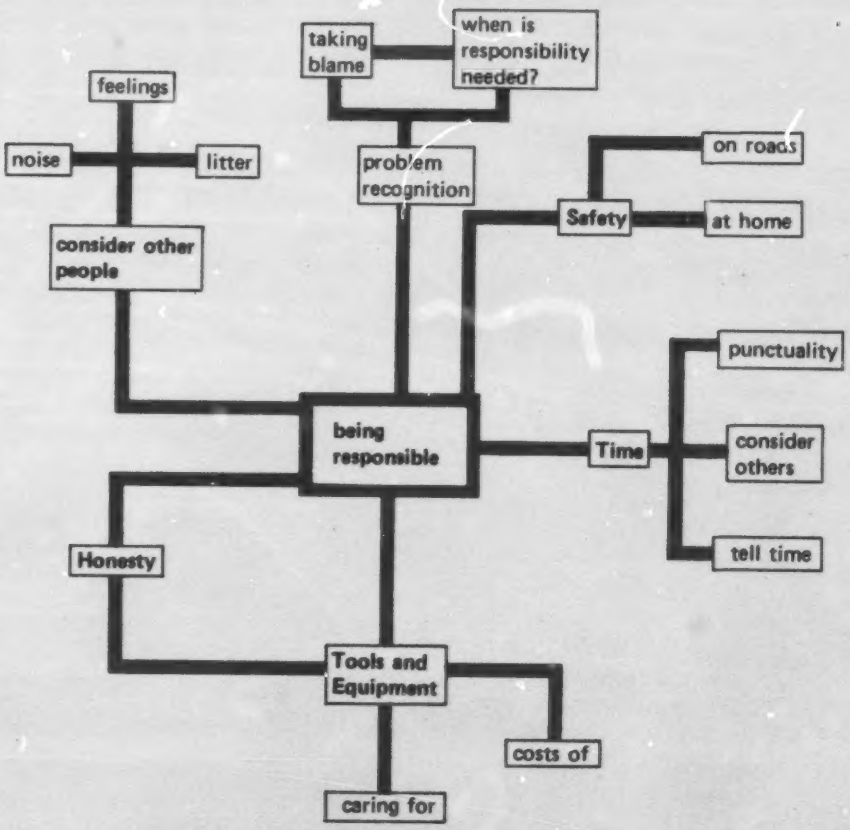
| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Personal Presentation | Describing each other. Looking at blood, hair, skin under a microscope. | Health Education Council pamphlets and posters. Available from local health centres. |
| | Growing germs, eg before and after washing. | |
| Hygiene | Making soap. | |
| | Seeing effects of toothpaste and mouthwash. | Take a Look at Yourself. National Dairy Council. |
| | Learning how to take a temperature. | Schools Council Health Education Project 14-19 and 9-13 materials. Nelson. |
| | Weight chart – tangible rewards for weight loss where appropriate. | |
| | Choosing appropriate shampoos and washing each other's hair. | With Us in Mind. National Association for Mental Health. |
| | Keep Fit and Yoga. | |
| Fitness | Planning balanced meals, eg using colour coding. | Home Economics You Need. Nelson. |
| | Visiting speakers, eg cosmetic representative, dentist. | |
| Appearance and dress | Washing and ironing clothes. Choosing an outfit for a specified amount of money for specified occasions. | Clothes catalogues; magazines; colour supplements. |
| | Choosing appropriate speech and language – role plays, tape, video exercises. | |
| | Self-assessment in the group. Reactions of group to individuals, eg who talked first, last, most; who would you depend on if lost, etc. | |

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Decisions to make | How do I want to appear?<br><br>How do I appear?<br><br>What can I do to change? Will I still be me if I change?<br><br>Am I too fat? construct target<br>Am I too spotty? record charts | |
| Outside speakers and demonstrations | Hair care. Hairdressing demonstration and advice on purchase of preparations.<br><br>Teeth. Arrange dental inspection, or appointments, with students accompanying each other.<br><br>Nails. Manicurist.<br><br>Hygiene. Health Visitor, clinic, PE staff.<br><br>Skin care. Make-up demonstration.<br><br>Diet. Sponsored slim.<br><br>Exercise. Keep Fit group.<br><br>Nutrition. Shopping expeditions and cafe visits. | |
| Preparing for the right behaviour | Role-play – How ***do*** I behave in this situation?<br>Discussion/role play – How ***should*** I behave in this situation?<br>Followed by situation experience:<br>Eating out – visit restaurant<br>Job interview – visit personnel officer<br>Getting a loan – visit bank<br>Going out with friends – visit theatre, pubs<br>Buying clothes/food – visit shops<br><br>See also "To get on with other people" | |

## Figure 6

### "To be responsible"

(Related to Aim 5 of ABC: To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.)



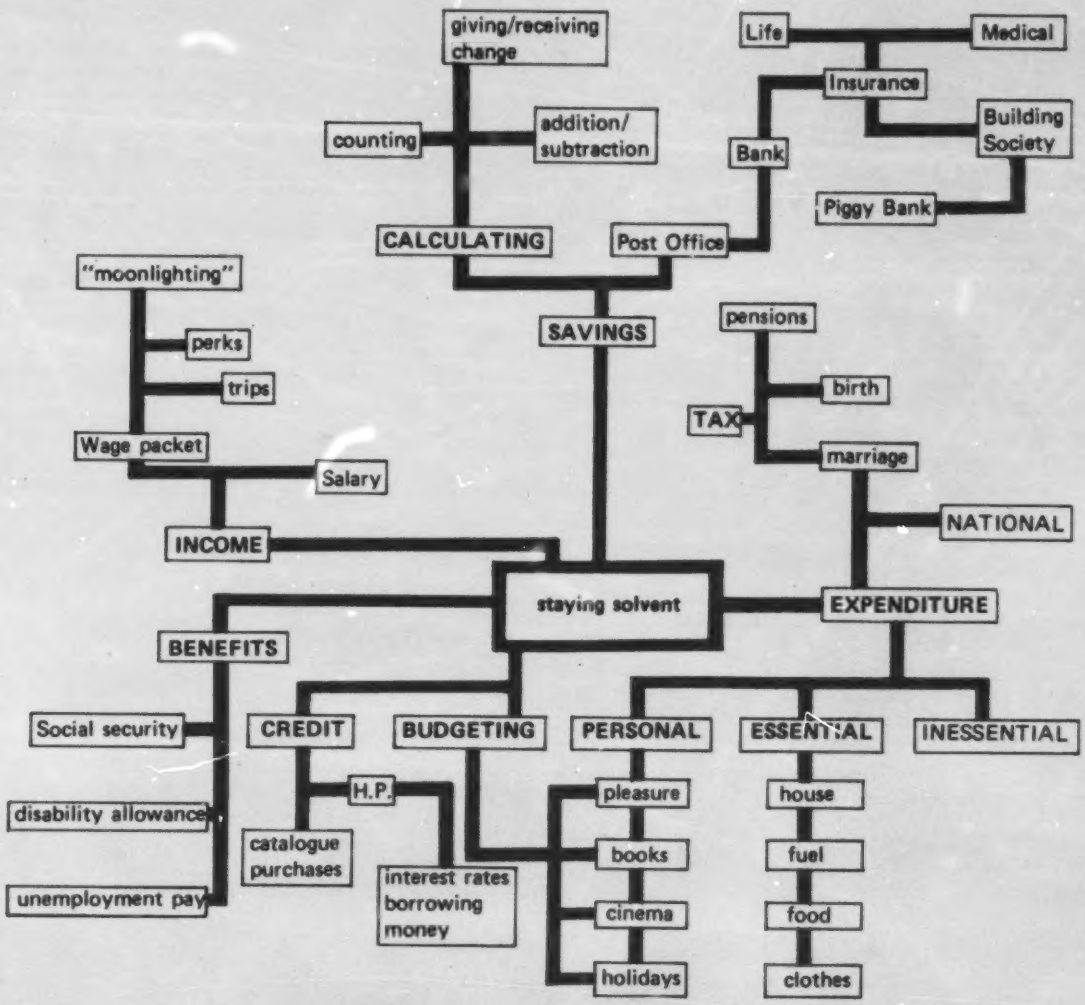
# To be responsible
(See Figure 6)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Recognising a problem | Discussions on real or imagined situations, ie what should/would you do if . . . ? | Schools Council Moral Education Project.<br>"Lifeline" materials.<br>"Somebody's Daughter". ILEA TV Series.<br>1. Living in a City.<br>2. Learning in a City.<br>– two packs of material from ILEA Learning Materials Service. |
| | Taking responsibility in the family, and discussion of some associated emotions. Rejection/adoption/fostering. | |
| Consider other people | Personal rights and responsibilities.<br>My rights, or your rights? The resolution of conflict. | |
| | Games, eg Shipwrecked. Balloon debates. | Gamester's Handbook. Hutchinson, 1978.<br>It's Your Future. National Extension College, 1978.<br>Civil Liberty: The Guide to Your Rights. National Council for Civil Liberties, 1978. |
| Safety and care of equipment | Recognising value of equipment.<br>Careful use and packing away of all equipment.<br>Implications of breakage and loss for work of others. | |
| | Safety at home and on the roads. | Cycling tests and traffic sense.<br>Material from Royal Society for the Prevention of Accidents.<br>Highway Code |
| Time | Telling the time.<br>Being punctual. Planning time "budgets" – how long does it take to do various things? | |
| | See also "To cope" section. | |

## Figure 7

### "To stay solvent"

(Related to Aim 11 of ABC: To bring about the development of the coping skills necessary to promote self-sufficiency in the young people.)




n.b. moral issues raised by theft might be discussed here, on the lines of "what happens if . . . . . ."

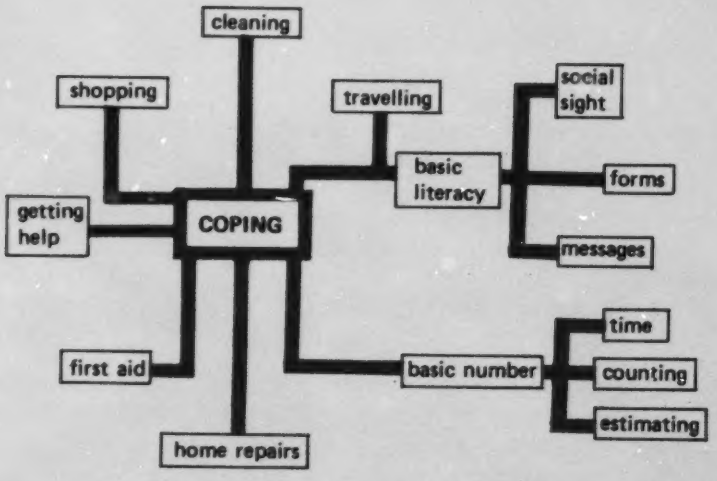
# To stay solvent
(See Figure 7)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Income | What is income? pocket money<br>wages<br>Social Security allowances | Good supplies of leaflets and forms from financial institutions, eg banks, post office, building society. |
| | How to get additional income: seasonal work<br>perks<br>part-time | Sample wage packets, DHSS forms. |
| | Football pools, bingo winnings, lotteries. | |
| Savings | How to budget monthly/weekly/daily. Saving as a group to go out. Using National Savings at the Post Office. Building Society. | |
| | Understanding interest payments. | |
| | How to deposit/withdraw money. Filling in post office forms, writing cheques. | |
| | Forms of payment: Post Office giro, postal orders, cheques. | |
| Expenses | List essential and non-essential expenses<br>Housing: costs of purchase, rent, lodgings, caravans.<br>Fuel: what to use, and how much.<br>Food: essential and non-essential food.<br>Clothing.<br>Understanding deductions from pay. Tax.<br>Insurance.<br>Outings – planning and going on day trips, holidays. Booking tickets. | Simple account books for budgets.<br>Suzy Supershopper (video). ILEA Learning Materials Service.<br>STARAS Leavers Programme. Learning Materials Ltd 1976.<br>Youth Hostels Association Literature. |
| Credit | Hire Purchase — Procedures<br>Credit Sales — Dangers and benefits<br>Catalogues — of credit. | |
| | Budgeting for special occasions – exercise and discussion:<br>Wedding<br>Party<br>Having a baby | |
| | See also "To cope" section. | |

## Figure 8

### "To cope in most normal circumstances"

(Related to Aim 11 of ABC: To bring about the development of coping skills necessary to promote self-sufficiency in the young people.)




this is the area which underpins the rest. Much of "learning to cope" is what is involved in the other areas, and success in all these areas is what will create confidence.

# To cope in most normal circumstances
(See Figure 8)

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| Cooking | Planning, buying food and preparing snacks/ packed lunches/meals.<br>Serving meals to others. | Words About the House.<br><br>Words About Town. Arnold (Edward), 1979. |
| Home Repairs | Choosing paint, costing, filling holes, painting, cleaning windows, wiring plugs, replacing bulbs, fuses, dismantling taps and replacing washers, location of mains.<br><br>Work for voluntary bodies, eg Task Forces incorporating all of the above (see also Use of Time and Work). | Readers Digest "Basic Guide" Series. Good illustrations on "Understanding Practical Electrics", "Home Decorating", "The maintenance of bicycles and mopeds" etc. |
| First Aid | First Aid – putting on plasters, treatment of scalds and burns. | And How Are We Feeling Today. Cambridge University Press. 1977.<br>Health Education Project materials (op cit). |
| Using machines | Using basic kitchen equipment.<br>Taking clothes to launderette. | |
| Estimating | Comparison of costs, eg dry cleaning vs launderette.<br><br>Shopping Surveys – comparing prices, shopping centre facilities. | |
| Travelling and time | Planning short journeys, day trips, weekend breaks, holidays using public transport as class and in small groups.<br><br>Estimation and timing of trips.<br><br>Finding specified, unknown destinations.<br><br>ROSPA bicycle test. | Transport Maps and Leaflets.<br>A – Z Guides.<br>Simplified Ordnance Survey Maps.<br>Living in a City. ILEA Learning Materials Service (pack) 1980.<br><br>Street Sense. BBC Traffic Education, 1979.<br>Surviving on a Bike. BBC TV 1981-82.<br>TV Series. 8 programmes. |

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| | Making appointments to see dentist/social worker/doctor – using simulation. | Coping With the System. A brief Citizen's Manual. National Extension College, 1980. |
| Number and Literacy | Basic calculations.<br>Making purchases.<br>Checking change.<br>Using dials on cookers etc. | Graded Workbook series. Longman.<br>Maths for Life. Oxford University Press, 1977.<br>Numbers at Work. National Extension College.<br>Basic Skills You Need. Nelson, 1974. |
| | Counting stitches on a needle. | Time Tables. McMillan Education, 1977. |
| | Setting an alarm clock. | Make it Count Series. National Extension College 1977-78. |
| | Social sight vocabulary.<br>Activities relevant to all of the above, eg flash cards, taking photographs of signs, use of language master. | Maths You Need. Nelson, 1979.<br>Your Wage Packet. Nelson, 1973.<br>It Figures. Hutchinson, 1978.<br>Maths Matters. Addison-Wesley, 1980. |
| | Writing notes in abbreviated form to jog memory. | |
| | Memory games, eg Kim's game.<br>List writing for shopping.<br>Taking down telephone messages or remembering. | Write Away. BBC Series.<br>On Sight. McMillan, 1977.<br>Pick and Choose. Broadcasting Support Services, 1979. |
| | Reading and discussing newspapers, magazines, books, radio times, dictionary use. | Real-Life Reading Skills. Scholastic Publications. |
| | Taking down numbers from dictation. | |
| | Telling the time. | The Twenty-Four hour clock. Birmingham Right to Read Project. |

| ITEMS | ACTIVITIES | RESOURCES |
|---|---|---|
| | Measuring self, others, rooms. | |
| | Using a calendar. | – for many of these items for those with severe learning difficulties "Let's Go" – BBC TV Series and back-up materials. |
| | Estimating time/money needed for activities. | |
| | Checking estimates against reality. | |
| | Using money* | |
| | *See also "Solvency" activities. | |

# SECTION 5
# Some Young People with Special Needs

This section of the report is intended to ground the curriculum framework in reality by giving a few examples of young people for whom such a leaning programme would be appropriate.

1. They have been chosen to show the range of learning, social, medical, and emotional difficulties found in students with special needs in further education.

2. Where possible, an indication is given of the teaching and other strategies employed by the staff working with them, and documents used in their establishments are included. These reports were generously provided by the staff concerned.

3. These case-studies are NOT presented as models of good practice, but as illustrations of the kinds of situation which do arise. Staff development groups may find them a useful basis for their own discussions about suitable strategies and structures.

Note: the names of the young people involved have been changed.

## **Example** 1: JOHN

A student on a 2 year full-time college-based course.

This example consists of

1. Background notes and a piece of John's writing.
2. Notes on his major problems and the strategies employed for coping with them.
3. An example of the college application form, specially designed for students likely to have literacy and social problems. In this case, referral has already been made from the special school which the boy attends, and some background information is therefore already known.
4. An example of the report form which is sent either to the former school, or to the referring agency, once the student is offered a place. In this case, it is completed by the specialist careers officer for the handicapped in the LEA where the boy lives.
5. Work experience and college assessment reports.

In this case, the college curriculum was broadly as outlined in our curriculum framework. Particular strategies were employed to improve John's maturity and independence, but these relate to methods of working, rather than to content. A work focus proved to be appropriate to his needs and abilities.

**Example 1.1**

1. **Background notes on John, and a sample of his writing**

John is a tall, well built boy of Spanish and English parentage. He has two sisters, aged fifteen and twelve, one of whom is a diabetic. At the beginning of John's second year in college, his father became seriously ill, although he continued to go to work. This, combined with concern for John's future and worry over her diabetic daughter, was a great strain on his mother.

From the age of six, John attended a school for ESN(M) children in a London suburb. Partly because of his build and pleasant appearance, it is not at first noticeable that John is in any way handicapped. This was to some extent a disadvantage because his rather intense stare and oddly inappropriate responses to questions often took strangers by surprise. There was often a time lapse as he attempted to unscramble the information he received or wished to give. Reasonably competent in basic skills (see assessments) he had difficulty in transferring skills to new situations. He worked extremely slowly spending long periods of time gazing into the distance. He had difficulty in following complex instructions and it was often necessary to repeat them.

John's most severe handicap was however emotional. He had a violent temper which was mainly directed towards his family. As a child he had received medication and attended a Child Guidance Clinic to help to control his outbursts. In talking to his mother, it became apparent that John's father had a great deal of difficulty in accepting John's handicap and would become frustrated and angry with his slowness, at the same time as being over protective, not allowing him the freedom he was capable of handling. John had a great affection for his uncle and grandfather, and it appeared that these two men were a source of support. However, John had no friends of his own outside the college.

John spent just under two years at the college, moving to a new group after the first year when it was felt that he was ready to learn to cope with the kind of social problems that he might meet at work. For example, he had to learn to control his tears – an eighteen year old boy in tears is not easily acceptable to a group of rather aggressive adolescents.

He finally got a job with Supermarket A as a Yard Assistant two months before the end of his second year in college, in spite of pressure from his parents to become a builder's mate. He had done a work experience placement with Supermarket B (see attached report) and after a six weeks trial with Supermarket A was taken on as a permanent member of staff.

## An Example of John's Writing

Last Night or Other Days

It all happed last night at tea time that my 8 years old sister was asking me that what did I do at college, and my Dad stopped her talking to me because he was lissing something on the television. It was not the news. After he stopped listened the television what he wanted to see. My sister and I wanted to carry on talking. but I saw a bit of anger on his face that we was being a bit funny. I always like looking after my sister. I was a bit angry and he decided to take my sister away becasue he said that I was getting angry at my sister. but I was'nt. I was angry at him. After that I went our and slammed the street door in a temper. Between 6.30 and 6.45 I came in and he said I had to go to bed because I slammed the door. He treats me like a little kid the way he is going. He never trust me looking after my sister or Anything else.

**Example 1.2**

| Major Problems | Strategies for Coping |
|---|---|
| Immaturity | Placement on a two-year course which became increasingly challenging, eg a more boisterous group for his second year, training workshop link, open work experience. |
| Emotional Difficulties | Discussions with John about his temper and ways of controlling it. |
| | Written accounts, describing events which caused problems – a technique which John developed for himself. |
| | Role play. |
| Relationships | |
| a. Peers | Joining the local youth club; Role play: Working in small groups: John could take the lead and work through some of his difficulties. |
| | Residential courses. |
| b. Staff | Gradually paying less attention to John's distress in demanding situations. |
| | Encouraging him to fight his own battles. |
| | Gradually increasing the pressure placed upon him through tone of voice. |
| c. Family | Involvement of local social services. |
| | Encouraging John to join in evening activities outside the home. |
| | Parents attending a Parents Workshop, held for eight consecutive weeks, two hours a week. |
| Completion of tasks | Timing activities and competing against own speeds. |
| | Setting realistic limits. |
| | Organising work in terms of units of work to be completed. |
| Communication | Graded listening and speaking activities. |
| | Role play – organising groups, interviewing. |
| | Interviewing known and unknown people. |

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**Example 1.3**

**Application form for the "What Next?" general education course**

Today's date _____

Name _____ Male/Female

Address _____

Name of your parent or guardian _____

Date of birth _____ Your age now _____

Country of birth _____

If you were not born in this country, how old were you when you came here? _____

When did your parents come here? _____

_____

**Education**

Name of your last school _____

Address of the school _____

When did you leave? _____

Did you take any exams there? GCE or CSE? _____

What subjects did you take? Subject Grade

What hobbies do you have? _____

Do you play any sports? _____

Can you swim? _____

Do you have a social worker? YES/NO

What is his/her name? _____

How did you hear about this course? _____

I apply for admission to the _____ College, and if admitted I agree to abide by the college rules.

Signed _____ Date _____

Signature of parent or guardian for students under 18 _____

When you have filled in this form please send it to:

THE SECRETARY
DEARTMENT OF GENERAL STUDIES

---

**FOR COLLEGE USE ONLY**

Called for interview _____ Date of interview _____

Attended/did not attend Interviewed by _____

Accept/reject/waiting list

Advice given _____

Remarks

## Example 1.4

PRIVATE AND CONFIDENTIAL REPORT ON "John" Re "What Next?" course

**GENERAL INFORMATION**

Does the student live
a. at home ✓
b. ~~in a hostel~~
c. ~~with foster parents~~
(tick)

if in a hostel, the name of the Warden _____

Does the student have a social worker? ~~YES~~/NO

Name —

Area Team —

Tel. No. —

FAMILY CIRCUMSTANCES Please give a brief note on the student's home circumstances. Father thought to be Spanish with a quick temper. Mother English, worried about John. Recent crises in family thought now to be resolved.

Number of brothers and sisters. Two younger sisters about 10 years and 13 years

**MEDICAL**

Name of doctor: GP Dr A.... Tel. No. _____

Is the student receiving hospital treatment? ~~YES~~/NO

Name of illness —

Name and address of hospital —

Department involved — Doctor's Name —

Is the student receiving medication? —

Are there any other long-term ailments, eg epilepsy, asthma? No

**OUTSIDE AGENCIES**

Has the student ever received help from a child psychiatrist? (YES)/~~NO~~ Probably

Has any other referral been made to an outside agency? (YES)/~~NO~~ Child Guidance

If so please give details
to present Attended the Link Special School in B...., then was transferred to present ESN School via our Child Guidance Clinic.

## Educational

Has the student had any attendance problems? No

Can the student work well a. in a group ✓ (tick)
b. unsupervised ✓

Has the student received any remedial reading lessons? (YES) ~~NO~~

If yes, a. for how long? from Present special school to offers reading

b. for how many hours per week? lessons daily

Indicate the name and results of any performance tests administered: None given since 1970 so will now be out of date. School say his reading age is a minimum of 8 years.

Please indicate the principal method of approach in 4, eg phonic, whole word, sentence.
Phonic, whole word and sentence all used.

What materials were used?
On previous Middle School completed Tansley - at present school no set scheme is used - any material helpful is included.

Indicate any areas where the student shows particular strength or weakness:

| | Strength | Weakness |
|---|---|---|
| Visual discrimination | ✓ | |
| Visual memory | ✓ | |
| Auditory discrimination | | Fair |
| Auditory memory | | Fair |
| Hand/eye co-ordination | ✓ | |
| Comprehension | | Fair |

Signed [signature]

Position Specialist Careers Officer for the Handicapped

Date Nov 1979

**Example 1.5**

**Extracts from reports prepared for case conference during the second year of the course**

GENERAL COMMENTS John has found difficulty in adjusting to a much more boisterous group this year. He is of a very emotional nature and dislikes noise of any kind. He works well on his own, and his level of initiative has improved. He has difficulty in following instructions and he works slowly. For the purposes of this assessment John has been measured against all students.

STATED VOCATIONAL PREFERENCE Builder's Labourer or London Transport worker.

SUGGESTED VOCATIONAL POSSIBILITIES Warehouse work; unloading etc, shelf filling.

I would envisage John working if possible in a reasonably structured situation, with a few people to whom he can relate.

FREE TIME ACTIVITIES: Thursday and Friday clubs. Helps uncle on building site. Visits wrestling matches. Swimming.

Other assessments are made on the main objectives of the course (see blank report document attached to this case study).

**Report Form**
**Work Experience**

Department or name of firm: Supermarket B

Name of student: "John"

Report for period: 28/10/80 to 25/11/80

Work on which engaged: Warehouse work

ATTENDANCE Possible days 4 Actual days 3

PLEASE TICK BOX IN THE APPROPRIATE SQUARE FOR EACH HEADING

| | | | | | |
|---|---|---|---|---|---|
| PRACTICABILITY | Slow and awkward | Fair but a little backward ✓ | Reasonably good | Works well and efficiently | Very quick and accurate |
| RELIABILITY | Slipshod and unreliable | Not too reliable unless supervised | Usually satisfactory generally reliable ✓ | A dependable worker | Completely reliable |
| CO-OPERATIVENESS | Difficult and source of friction | Not very helpful | Works reasonably well with others ✓ | Helpful and willing | Exceptionally helpful and willing |
| KEENNESS | Often slacks | Not very interested | Generally interested ✓ | A good keen worker | Exceptionally interested in his work |
| PROGRESS ON THE JOB | Little or no improvement | Some progress made ✓ | Average | Shows marked improvement | Very rapid progress |

GENERAL IMPRESSION
(Please add your candid opinion) With a lot more attention, I believe John could prove a useful member of our team

Signed [signature]

## Report for case conference

Beginning of 2nd Year

ASSESSMENT SPECIFICATION

The student has been assessed in the areas indicated according to the following specification.

A Excellent with no significant faults.

B Good without major faults.

C Satisfactory without major faults.

D Unsatisfactory with major faults.

## 'What next' course

COLLEGE REPORT

This is a brief report on _____

_____ Date of Birth: _____

Who attended the 'What next?' course in College

From: _____ To: _____

Attendance

Possible _____ days

Actual _____ days

Head of Department of General Studies.

Date: _____

## Student Profile

### Section A NUMERACY

| | | Not at all | W/help | Ind |
|---|---|---|---|---|
| 1. | Tells time | ☐ | ☐ | ☑ |
| 2. | Handles money competently | ☐ | ☑ | ☐ |
| 3. | Counts to more than 100 | ☐ | ☐ | ☑ |
| 4. | Can add | ☐ | ☐ | ☑ |
| | subtract | ☐ | ☐ | ☑ |
| | multiply | ☐ | ☐ | ☑ |
| | divide | ☐ | ☑ | ☐ |
| 5. | Knows days in week | ☐ | ☐ | ☑ |
| | months in year | ☐ | ☐ | ☑ |

## Section B LANGUAGE

| | | Not at all | W/help | Ind |
|---|---|---|---|---|
| 1. | Fills in simple forms | ☐ | ☐ | ☑ |
| 2. | Answers questions appropriately | ☐ | ☑ | ☐ |
| 3. | Follows simple instructions | ☐ | ☑ | ☐ |
| 4. | Follows complex instructions | ☐ | ☑ | ☐ |
| 5. | Requests information | ☐ | ☐ | ☑ |
| 6. | Gives information | ☐ | ☑ | ☐ |
| 7. | Uses telephone | ☐ | ☐ | ☑ |
| 8. | Reads simple instructions | ☐ | ☑ | ☐ |
| 9. | Reads longhand | ☐ | ☐ | ☑ |

## Section C MOTOR SKILLS

| | | Not at all | W/help | Ind |
|---|---|---|---|---|
| 1. | Uses a variety of simple tools/ equipment | ☐ | ☐ | ☑ |

List hammer, tenon saw, vice, chisel, iron

| | | | | |
|---|---|---|---|---|
| 2. | Uses a variety of complex tools/ equipment | ☐ | ☑ | ☐ |

List oven, welding equipment, blender

| | | | | |
|---|---|---|---|---|
| 3. | Knows colour | ☐ | ☐ | ☑ |
| 4. | Copies accurately | ☐ | ☐ | ☑ |
| 5. | Measures in cm and mm | ☐ | ☐ | ☑ |
| 6. | Transfers learned skills in new tasks | ☐ | ☑ | ☐ |
| 7. | Cares for tools and materials | ☐ | ☐ | ☑ |

## Section D SOCIAL SKILLS

| | | Yes | Notes |
|---|---|---|---|
| 1. | Is a good timekeeper | ☑ | |
| 2. | Willing to take advice | ☐ | Generally, though his emotional response can prevent him from doing so. |
| 3. | Shows adequate concentration for task | ☐ | Tends to daydream |
| 4. | Completes task satisfactory in allocated time | ☐ | Rather slow |
| 5. | Works in co-operation with others | ☑ | |
| 6. | Works independently | ☑ | |
| 7. | Works systematically | ☑ | |
| 8. | Dress appropriately and with care | ☐ | Generally, though sometimes needs reminding |
| 9. | Uses public transport | ☑ | |
| 10. | Uses free time constructively | ☐ | Complains of lack of friend near home |

List

Clubs Thursday and Friday clubs

Odd Jobs _____

Hobbies _____

_____

Other activities Attends wrestling matches

## **Section E** DECISION MAKING SKILLS

| | | Yes | Notes |
|---|---|---|---|
| 1. | Seeks help in difficulty | ☑ | |
| 2. | Accepts consequences of own actions | ☑ | |
| 3. | Solves simple problems on own initiative, eg selects new tool on breakage | ☑ | |
| 4. | Solves complex problems on own initiative, eg selects different mode transport if faced with a problem | ☐ | Tends to give up if faced with difficult problem |
| 5. | Offers help on own initiative appropriately | ☑ | Can be overhelpful on occasions |
| 6. | Selects a course of action from a range of alternatives | ☑ | |

## Comments

General: John has found difficulty in adjusting to a much more boisterous group this year. He is of a very emotional nature and dislikes noise of any kind. He works well on his own and his level of initiative has improved. He has difficulty in following instructions and he works slowly.

Student's preferred placement: London Transport worker or Builders labourer

Suggested placement: Warehouse work

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## **Example** 2: JANE

A student on a college-based course in an area with alternative forms of provision.

This example consists of some background notes, and an account of Jane's progress through college.

There is an indication of the curriculum on offer, and suggestions about the way in which college staff offered some flexibility of approach in an attempt to cope with Jane's problems.

The example is, however, less about curriculum construction than about the more fundamental problems that colleges face in accepting students who are multiply handicapped. These problems often militate against the construction of an appropriate curriculum for particular students, and may disrupt the general working of the college, as this example shows. This material illustrates the crucial need for co-operation between a variety of personnel, and different agencies, if the futher education of students with special needs is to be at all effective.

## Background

Jane is a girl of seventeen, slightly overweight and of poor, greasy complexion. She suffers from temporal lobe epilepsy (which causes focal seizures that can spread to a generalised clonic fit). Her epilepsy is associated with a spasticity of her right leg and arm. She had been ascertained ESN(M) whilst at school. Jane lives at home with her mother and a stepfather; there is a younger non-handicapped sister. The mother exercises the consistent authority at home – but all family members are under stress as a result of Jane's epilepsy and demanding nature.

Jane joined the college course for students with Special Educational Needs after a transfer from a residential Special School outside the authority. The school had reported erratic behaviour patterns, particularly concerning ralationships with males, frequent temper tantrums and inconsistent academic progress. Levels of literacy and numeracy were reported to have deteriorated and she was estimated to be functioning at a chronological age level of about nine years. There were no indications of levels of medication or types of epileptic attack on her records. Telephone calls to parents indicated that she was being prescribed phenobarbitone and valium.

## Progress Through College

Jane attended college through a period from April 1980 to July 1981. At her interview she appeared alert and articulate, with a general presence of self-confidence. Initial assessment of reading ability, using the Neale Analysis Test, confirmed that Jane's reading performance was approximately 8.9 years, and that her reading speed was very slow. Numeracy was assessed using an adapted version of the Vernon maths test. Jane showed an ability to add and subtract simple three digit sums. She demonstrated knowledge of money addition and subtraction up to values of £10.

All students on the Special Needs course are provided with an individual timetable, constructed through negotiation with the student and members of staff. Jane had initially indicated an interest in continuing a typing course. Assessment of her ability showed that this would prove a rather limiting exercise if she was to keep up with other students. She was, nevertheless, encouraged to practise typing in any free time she had as this would assist co-ordination and dexterity in her weakened hand. Jane also participated in multi-skill workshop activities, ie industrial sewing, woodwork, horticulture and contract work in which students simulated production-line techniques (ripping out and packing plastic bags of various sizes). Remedial work in numeracy and literacy was provided during these sessions. Time was additionally allocated to social and life skills away from workshops, together with a timetabled hour a week for tutorial consultation.

There were numerous bouts of aggressive behaviour, epileptic fits and temper tantrums during the first three months of Jane's college attendance. Behavioural outbursts were observed to build up over a period of time – often days – and frequently involved problems of relationships with students on other college courses. Jane would use her epilepsy and tempestuous behaviour as a weapon of influence and gain favour with others, eg claim she was going to have a fit, pretend to faint in the canteen (her behaviour was often worrying to other students at college). Observation of Jane over a period of time indicated the following recurring behaviours: –

i. regressive patterns, eg infantile vocabulary, thumb sucking, loud outbursts of shouting;

ii. physical and verbal abuse of fellow students, often accompanied with elements of sexual fantasy and bribery 'to go out with her';

iii. when frustrated and during times of stress loud demands that she be allowed to phone her mother 'to sort you all out'.

By the autumn term the college was in regular consultation with Jane's family and the social worker for the mentally handicapped who had been assigned to Jane's case. In mid October Jane changed her GP and was put on a different drug (phenytoin rather than phenobarbitone – valium was to be continued in the prescription). Her behaviour in college seemed to become even more obnoxious and was now being commented upon by lecturers in other departments. Serious consideration had to be given as to the suitability of the course for Jane's needs. It was beginning to be thought that the college environment was too unstructured and over-stimulating for Jane's hyperactive and abusive behaviour.

By mid-November an arranged work-placement at a local skills workshop, run by Manpower Services Commission, had to be terminated after only half a day's attendance because instructors were finding Jane too difficult to deal with and a bad influence on other youngsters in the workshop. It seemed evident that despite a great deal of supervised, individual attention and carefully structured activities, the college was not adequately meeting Jane's special educational needs. The weight of feeling in the college was that she should go.

Nevertheless, members of the staff within the Special Needs team, together with the college nurse, were able to recognise a pattern emerging in Jane's antics and were beginning to be convinced that she was a victim of incorrect medication, ie the drugs she was being administered to control her behaviour were, in fact, triggering off her violent tantrums. After discussion with the Principal, Jane's parents and her social worker, it was agreed that she would retain her college place. By now her fits were occurring 2-3 times a day at college and continuing at home. Jane was admitted to hospital at the end of November where it became clear that her medication was being administered in inappropriate amounts. The whole of Jane's drug therapy was reviewed and she underwent a period akin to an alcoholic 'drying out'. (In hospital it was found that Jane was suffering from an over-dosage of phenytoin and that her blood-sugar level was very high – her prescription was eventually changed to carbamazapine, valium continuing at previous levels of prescription).

After two months away from college – including the Christmas vacation – Jane returned. It was decided, in conjunction with the careers officer and social worker, that Jane should attend the adjacent senior centre for two days a week (it seemed evident that she would need continued close supervision/support on leaving college in the summer – so this provision was a form of forward planning). Whilst at the centre it was noted that Jane mixed well and chatted freely; it was clear that she enjoyed the company of other handicapped people. Moreover, she took pride in the role of assisting those more disadvantaged than herself. She continued to show an interest in the boys, but as all situations were supervised, there was little opportunity for problems to arise.

In the college setting Jane continued to attend course in 'self-help', domestic skills and travel awareness and she willingly offered to take responsibility (showing new students around college, joining the college club). She joined in PHAS youth activities and attended the Gateway Youth Club at the senior centre. She began to mix with students, with none of her previous abrasiveness.
It seemed evident that incorrect medication had, indeed, been a primary cause of Jane's educational and social problems. Members of college staff, who had previously objected to Jane, either thought she had left, or commented on her 'improvement'.

At the conclusion of her college course Jane was able to use public transport without fearing epileptic attacks and began attending the senior centre on a full time basis. From there she is likely to move to a more skilled training workshop, when a place becomes available.

## Examples 3 and 4: IAN and MICHAEL

### Young People in a Training Workshop

The workshop manager makes the following observations on their general approach:

> "It is a little bit difficult to particularise about our interventions because we choose appropriate times which we regard as learning moments to highlight problems as they arise.
>
> For example, if we notice some kind of undesirable behaviour with a boy or girl we might not necessarily say anything to the young person at the time but choose to have a discussion including role play very shortly after the incident. We would not draw attention to the young person but nevertheless it usually registers with them and they may come along quietly afterwards and say "You were referring to me weren't you". This is all done in such a manner as not to give offence and has always been accepted by the people concerned without any resentment.
>
> On other occasions we may ask the young person to allow us to re-enact the situation in which they were involved without naming names and provided they agree we can do a role play on the spot. This again we find very effective.
>
> For example, recently a young man had all his hair shaved off in some modern style and he volunteered the information that now he was being regularly accosted by the police and when he went into shops he found himself followed by staff. This boy was an amiable, well behaved young man but his new appearance made him stand out, to some people, as a likely thug. He gave a talk himself and we were able to explain what non-verbal communication was and discuss the hidden signals which we give to each other by our dress and behaviour."

The workshop gives detailed assessments of various elements in a young person's readiness for work. These are not included, but the following notes are a copy of those kept to accompany the young person through the scheme.

## Example 3: IAN

Admitted to an industrial unit attached to a college. Entered the unit from the local comprehensive school, although he had been diagnosed ESN earlier in his school career.

Ian's school reports, and the initial assessments made in the unit, identified his main problem as a severe lack of confidence, coupled with a slight skin disorder.

### Curriculum Construction

The sequence of reports shows the way in which the unit capitalised on interests shown by Ian, both in terms of work focus, and in relationships with his instructors. He is given the experience of success, and allowed to work at his own pace until his confidence increases. Because of the strong work orientation of this type of establishment basic skills of reading, number and measurement are developed through the work focus.

### Progress Report on Ian

1. 3.4.80

Ian visited the unit as a member of a group of remedial children from a local comprehensive school. He was given a good report: "Not very bright but no trouble".
Started 10.4.80. GB

2. 14.4.80

I gave Ian reading and maths ability tests. Reading age 8.8 Neale. Mathematics 9.5 Staffordshire. IQ 85. I taught Ian when he was quite young. He was diagnosed as ESN.
A quiet, pleasant boy. Has two older brothers – one works at Firm A and the other at Firm B. Seems to have a happy home. Father died several years ago. Has several horses that he spends most of his time with. MR(Mrs)

3. 25.4.80

Ian is a conscientious worker. He is trying very hard and improving. Currently learning to measure using a metric rule. Doing simple geometry – measuring angles. Needs plenty of reading practice. MR (Mrs)

4. 7.5.80

He gives the impression of being very timid and lacking in confidence. He has a pleasant manner and is generally helpful. Takes a great interest in the woodworking activities. JP

5. 22.5.80

His abilities on woodworking machines and using hand tools are above average for the level of student which we normally get. His father was a joiner before he died and Ian has asked if he can bring his father's tool kit in for sharpening. Ian cannot use a rule so we had a group session on measuring. He has learned to measure in inches and in millimetres. The group session was successful. His reading is improving. JP

6. 5.6.80

He has brought the tools in and GB and I have showed him how to look after them. He wants to buy more. We've offered to get them at discount for him. JP

7. 12.6.80

We have been giving him jobs to do by himself under guidance. Ian is doing well and could possibly get an apprenticeship. He has just completed a duck board contract. He is becoming confident and is certainly not dull. GB

8. 19.6.80

Ian works in my group now all the time (woodworking). Mr B believes we might get him an apprenticeship. He knows I am a keen racing cyclist and has displayed an interest. He's asked me to advise in the purchase of one. IQ rating and academic ability are in conflict with our observations. JP

9. 23.6.80

Ian has started a one-day a week course in carpentry and joinery at the college with Mr C. If he can cope with the reading and writing we'll try to get him a job. GB

10. 3.7.80

Ian is nervous about the college course. He can't cope with the arithmetic. Has stayed away and the problem was only discovered when Mr. C phoned. Ian believes he is too stupid and thinks he's at the bottom of the class. I took him to the college to see Mr C (after briefing him re the problem by phone). Mr C reassured him that he's doing fine and certainly not the worst in the group. JP has offered to give Ian private tuition on the four days he spends with us and to help him with his homework. GB

11. 14.7.80

I phoned around he local firms and found a firm who will take him on an unpaid trial – Manor Joinery, Mr John. I took Ian along and he starts next Monday. GB

12. 9.7.80

Ian has got an apprenticeship. One of the best boys we've had. JP

13. 17.7.80

It is incredible that Ian was officially diagnosed as ESN and later remedial. He is an excellent worker, very able, pleasant and balanced. Doing well at work and college. GB

14.

Although Ian has left us for some time he's been visiting the unit for help with his homework. Phone calls to Mr C have revealed that Ian is a perfectly normal young man and somewhere in the middle band for work demanding reading and writing and well up for practical skills. GB

15.

Ian is now a second-year apprentice. GB

16. Report from Manor Joinery

"Ian is doing well. We had a bad few months with him and were thinking of getting rid of him. However, he's doing very well now and he'll make a good joiner. Trouble is he's inclined to have the odd night off from evening class – but still we all did that. He's doing fine now."

## Industrial Unit

Final Assessment: Report and Recommendations.

1. IMPACT ON OTHERS:

Ian is a tall young man of very good appearance. He is diffident in his attitude and perhaps his air of quiet confidence belies his true feelings. He has in the past been very unsure of himself and needed to be reassured of his own abilities. He is popular with the peer group, very even-tempered and has a good attitude towards authority.

2. ACQUIRED KNOWLEDGE:

Ian's timekeeping is good as is his attendance. He is particularly suited to woodwork in which he takes a great interest, owns his own tools and cares for them. During the time he has been here he has worked extensively on woodworking machines and shows quite an aptitude for them. He has a good reaction to the peer group and adults both at work and outside.

3. INNATE ABILITIES:

Although labelled as being of low ability we have sufficient new evidence to suggest that this is not a true assessment. He is hard working and is of good general abilities. However, his literacy and numeracy are very low.

4. SELF CONCEPT:

Currently Ian appears to be confident in his own abilities but this is newly acquired and needs to be tended carefully. When he came from school only a few months ago he was completely lacking in confidence and his stay here has helped him to get over the problem. He is a responsible boy, doesn't need great supervision and behaves with maturity.

5. MOTIVATION

Ian's gravitation towards woodwork and woodworking machinery was quite startling and it slowly dawned on both him and us that he was capable of doing well. He has a good attitude to the course which he has been on. Has been attending one day a week at the Technical College and has a good attitude to employment. He is also in good health.

6. PERSONALITY

We have got to know Ian over a period of some three months during working hours and during recreational and outdoor pursuits. There can be no doubt that he had problems at school because he is still barely literate and numerate. Nevertheless we feel fairly sure that he is well on the way to becoming a mature and responsible adult.

The first impression we had of Ian was one of timidity and lack of confidence. His manner, however, was pleasant and he generally tried to please. His academic abilities left something to be desired which we think contributed to his lack of confidence. We approached this problem by presenting Ian with instant success in the workshop. His ability on woodworking machines was above average for this type of student. This ability combined with the encouragement he received from all members of staff served to boost his confidence. During literacy and numeracy lessons his gain in confidence showed through and the improvement was significant enough for us to recommend Ian to attend a full course in carpentry and joinery at the college. His progress at the college was steady and after terminal examinations he was far from being bottom of the class. He continues to make steady progress.

When he first came to the unit, Ian was very unforthcoming. He apparently had little confidence in his own ability to carry out tasks and communicate without fear of being 'put down'. He worked well and within a couple of weeks became competent on the machines and confident in his ability to work them. We found we could use his new found confidence to introduce him to measurement and the simple maths used to calculate sizes, etc. Rapid progress was seen in his development of skills and his loss of a shy manner. A weekend trip to the Outdoor Pursuits Centre showed him able to cope with a crisis – I became stuck in a cave and he had to free me; he began to show leadership qualities. Ian progressed very well in both his personal confidence and ability. He became a very popular and friendly lad and confident enough, indeed able as well, to lead a small team of boys in the making of an 8ft wide gate for the unit, all measurements being done by him. Not long after he gained confidence he was sufficiently impressive in his ability to work and do the job well for a visiting employer to offer him a job after watching him for ten minutes while waiting for an order. Ian's academic ability increased with

his other abilities to an extent where we felt able to recommend that he become apprenticed with its college education requirement. LN

## **Example** 4: MICHAEL

This last case study is included not so much to indicate a particular approach or teaching strategy, but rather to illustrate some of the difficulties posed for educational and training institutions by young people whose learning difficulties are the result of a complex mix of physical, intellectual, emotional and social causes.

This boy had been in a community care home, but was back at home at the time of his entry to the training unit, under a care order. He had shown violent outbursts through his school career, including torturing animals, and was reported as showing no remorse.

He had already been involved in three work experience schemes, two of which he left of his own accord, and from the third of which he was suspended after attacking a fellow trainee with an axe.

His IQ has been assessed at around 70.

He was initially accepted to the unit on an unpaid week's trial, monitored daily by the Intermediate Treatment team from the Social Services Department. During his first week he had a quarrel with a girl, which was smoothed over. In the second week he "blew up" and walked out, but subsequently returned. The situation offered in the Unit is of a fairly controlled environment, with many of the features of open employment, but with frequent opportunities for informal teaching.

The notes relating to January outline the debate which resulted in the boy being asked to leave the course.

Readers of this material might like to consider what they would have done.

## Progress Report on Michael

17.11.81

This boy was brought here by a social worker, Mr Robinson, who says that he has had a long history of violence. He has always been in special education but does not seem dull. He has been on other courses but has not done well and has either been expelled or left. Mr Robinson said that he will send a report about Michael to me but we are not particularly bothered at this stage as we would like to find out about the boy ourselves. We have agreed that because of his bad record we will not be able to start him on the WIC (paid course). He must prove himself first and then we will allow him to join the course which carried with it a training allowance. GB

23.11.81

So far Michael has worked well and caused us no problems. However, he is anxious to get on to the Work Introduction Course so that he can be paid. We have observed him and he seems to want to impress people with his 'toughness". He carries his head forward in an aggressive fashion. So far there are no problems. He has agreed to join the outdoor pursuits trip on Tuesday, 24 November. GB

30.11.81

Michael's initial reaction to outdoor pursuits is one of "I have done it all before" and general boastfulness. There was some sort of confrontation between him and the Outdoor Pursuits Leader, Mr Curry. I took him to one side and explained why he should accept the situation as a challenge and overcome his problem – one of irritation towards authority. Unfortunately, this appeared to have no effect on him, and his attitude seemed to leave him in isolation on that day. During the trip we went climbing and he boasted loudly about how good a climber he was. We were using ropes and equipment and there was very little danger. One girl, Diane, was very frightened but made the climb easily. Michael on the other hand blubbered and had to be forced into doing it. He seemed to be hurt that he had made a fool of himself. JP

7.12.81

We started Michael on the paid course today. There are no signs of any problems. GB

11.12.81

During this week Michael is beginning to display aggression. He is extremely prickly and is sensitive to any kind of criticism. Essentially he wants to prove that he is somebody. Phrases such as "Nobody talks to me like that" and "I'll show him" and so on feature largely in his vocabulary; We believe we have discovered his problem. He is scared of being seen as a cissy. He needs attention and reassurance. Today the group discussions were directed towards reasons for violence and aggression in young males. Although the discussions were aimed at Michael, we did not state it in so many words but we believe he knows what we are talking about and why. GB

11.12.81

The initial impression of Michael is that he lacks confidence in his own ability but over compensates by refusing to accept instruction or criticism. This was illustrated when he broke a tap on a tapping machine. He refused point blank to use the machine again after being told that the reason for its breaking was his failure to concentrate on what was happening to the work. He was not forced to go back on the machine but a lecture on the lack of choice over which jobs to do in a factory was given to the group. He was given other jobs requiring less attention until he regains his confidence. He was markedly annoyed to be told that he should have concentrated on the work in hand. LN

15.12.81

Today Michael became abusive with Diane. We are not sure who started the squabble but certainly it got out of hand. He made all sorts of threats against the girl and when we told him that he was in fact using threatening behaviour which was a criminal offence he changed his tack. He was going to get her "worked over" – he would not do it himself but he had a group of people who would beat her up. He was again warned. JP

18.12.81

A group of students was found fighting over the lunch hour, including Michael. At 2.00 pm we stopped to have a discussion about this. I pointed out that this was childish behaviour and he replied "Nobody calls me a child". I said that if he behaved like a child he must expect to be called childish. He threatened me with a woodworking chisel in front of the group. He became quiet when I asked a colleague to phone for the police and he calmed down. I instructed the group to ignore his remark and carried on with the discussion. He fully expected, he said, that his social worker would straighten things out on his behalf, a normal reaction from him. Other members of the staff, particularly John, see no reason to keep him. Gerry, Dave and I discussed the situation when he came in. I requested that Michael should be given another chance and eventually prevailed. Michael himself asked for another chance. LN

21.12.81

I was absent when the incident with the chisel occurred but Mr Gerry told me about it. After a brief case conference this morning in which it was decided that he should be allowed to stay I called the group together. We had a discussion on the necessity for young men to demonstrate their braveness, a requirement which is not imposed upon girls. It was alright for a girl to be like her Mum but a boy could not be like his Mum – he had to be like John Wayne. This is, of course, based on the work of Parsons, Cohen, Willis and others and indeed I was able to explain to them at a shallow level what these researchers had discovered. The group found it particularly enlightening, and there were some amusing demonstrations. Michael came to me later and said "You were talking to me again weren't you?" GB

23.12.81

Michael will not easily accept authority. He usually mutters under his breath, loud enough to be audible but not enough to provoke action. Generally he is insolent bordering on defiant to authority and still will not accept criticism. His confidence has improved somewhat and he is much less likely to push and slap other students as he did initially. Very slow progress on this side, little at all in his attitude. He visibly shuts off discussion which is pertinent to himself. LN

24.12.81

During the Industrial Unit Christmas Party we encouraged Michael to take part as a member of the group. He plays an electric organ quite well so we arranged for the one he owns to be brought to the unit. We managed to get it into the back of my estate car. While he was the centre of attraction his behaviour and integretion with others was good. However, when we asked him to stop playing in order to play records he became sullen and displayed irritation once again. We later had a group discussion dealing with people being unco-operative and aggressive in work and on social occasions. JP

7.1.82

On a number of occasions when I have given a job to Michael he makes remarks indicating that he does not want to do the work. I pointed out to him that this could be one of his major problems and if it continued he would be unlikely to find himself open employment. I advised him to change his attitude and to think before saying something which would create a difficult situation or indeed a conflict of opinions. Not only have I discussed this problem personally with him, but we have discussed it in general terms with the group. We have also used disruptive and aggressive behaviour as a subject for role play. This has, of course, been prompted by Michael's difficulties although in our role play this is not made explicit. In my opinion he has shown little or no improvement since he has been here. His aggressiveness was highlighted recently when we were cleaning up at the end of the day. I was sweeping and I asked him to use a shovel. His response was to walk away. I called him back but he ignored my request. I then went after him and asked him again to clean up and he replied: "You give me that shovel and you know what I will do with it. You know what I told Les". This referred to the incident with the chisel a few days ago when he threatened another lecturer. I then ordered him to clean up and his reply was "I only work from 9 to 4". It was then just on 4 o'clock. I ordered him out of the workshop. This incident occurred in front of the other students and it appeared to me that Michael was acting out the role of tough man once more. If other students had not been present I feel that it could have been handled more amicably but under the circumstances he was undermining authority and could not be allowed to get away with it.

Although we are all anxious to help Michael at the unit

and understand his problems this type of incident generally loses him sympathy and understanding. I believe that he should be asked to leave. Since this was the second incident of threatening behaviour the Manager agreed that he should leave. DE

I was a little concerned about Michael. He was never aggressive or unpleasant with me while at the same time I have had reports of insolence from the three other lecturers. I telephoned the Headmaster of his old school and asked for a report. This is roughly what I was told. The Community Home is in fact an old approved school and Michael spent the last eighteen months of his school career at the home. When he first went to the school he was very violent and in his first week had bitten about ten children. Some of them he marked and drew blood. His favourite place for biting was on the inside of the thigh and he became known throughout the school as the Phantom Biter. It was discovered fairly quickly that he had a great interest in animals and he spent a good deal of his time at the school looking after them. Although allowed to go home at the weekends, he often chose to stay at the school in order to be with the pets. Gradually his fits of violence ceased and in the last six months of his schooling there was only one incident of aggression because someone had killed one of his pets. The Head did not care to comment on how much of this was an improvement in Michael's personality since he was in an environment of total control. He did once attack a teacher who clouted him. The Head believes that Michael is a bully. His violence is usually directed towards women or children smaller than himself. During the whole of his school career he was only caned once. In all other ways he functions near enough normally. Towards the end of his schooling, it was believed that he had more or less stabilised and was more likely to threaten than to commit violence. The two women teachers who are currently employed at the college had taught him when he was younger, and he had bitten both of them. One of them had blood drawn. It is my opinion that Michael is making tremendous progress but this opinion is not necessarily shared by the other members of staff. We do have other students and our discussions may be aimed at them but Michael is quick to notice anything which is pertinent to his particular problems. On his good days he is a perfectly amiable and hard working body. GB

On one occasion he was very concerned because his cheque did not come through from the Manpower Services Commission. We could not understand his objection because there was no chance that he would not get his pay – it was just some administrative hiccup. When we investigated the cause of his anxiety we discovered that his father is a very violent man and he claims that his father would have beaten him severely if he had gone home without the cheque.
Our secretary was forced to write a letter to his father explaining what had happened in order to save the boy from a beating. This is, of course, Michael's report – it may not be true. GB

# Appendix 1

## The "Special Needs" Study Group

| | |
|---|---|
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Particularly valuable assistance with the document was also provided by:

| | |
|---|---|
| Ms Caroline Hedley | North Nottinghamshire CFE |

# Appendix 2

## The Aims and Objectives from *A basis for choice*

An appendix to 'A Basis for Choice' gives a series of aims and objectives which it is suggested might be the core of studies on a vocational preparation course. It was not suggested that this checklist was in any way prescriptive; indeed its dynamic nature has always been stressed, as has its responsiveness to local conditions.

There have already been suggestions that the checklist should be modified to include, for instance, computer familiarisation, and what follows is an amended version of the checklist.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The commentary in italics following each objective is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

● Part of Introduction Phase
★ a new item

### Aim 1

To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should

● 1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions.
*This should include:*
*identification of component functions (eg: sales, store-keeping, production, maintenance, professional services, administration, book-keeping)*
*and who performs them (eg: a department v one man as part of his job)*
*distinguishing between large and small-scale organisations, and productive and service industries (eg: garage and clothing factory).*

● 1.2 Visit a place of work, relevant to their interests, and describe
a. the working conditions and tasks of new entrants
b. the range of decisions which can legitimately be made by these young workers
c. to whom they are responsible
d. with whom they have regular working relationships
e. training and career prospects: entry requirements
*The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires (ref. Aims 2.3 and 6.3.2).*

● 1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress
*eg: relatives, friends or workers in jobs of interest*
*(this may best be done in pairs of strangers are to be interviewed).*

● 1.4 Make comparison of different working situations, using the information gained by themselves and others.
*Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills.*

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation: identify and discuss any differences between the systems observed, and the significance and functions of trade unions in general.
*Students should be able to use correctly such terms as: differentials, collective bargaining, closed shop, shop steward.*

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors
*eg: whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?*

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards
*eg: (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications*
*eg: (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels.*
*A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.*

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.3 (communication skills).

## Aim 2

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should

● 2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities
*eg: ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref. 3.1).*

● 2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group *including:*
*checking self-image against the perception of others; comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref. 6.3.15).*

● 2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities
*eg: (characteristics) entry qualifications, working conditions, training, prospects, job location*
*eg: (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.3.4 and 5.3.5).*

● 2.4 Relate this information to their own profiles, and discuss the alternatives open to them.
*Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping.*

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)
*eg: (causes and risks) decline of industries, and regional variations in job opportunities; technological developments (ref. 10.5, 10.4)*
*eg: (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref. 9.10, 8.2).*

2.6 Experience at least three different types of task, and evaluate their responses to them
*eg: a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.*

## Aim 3

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1-3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should

● 3.1 Develop an awareness of their physical and

manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choices.
*This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref. 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc.)*

● 3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them
*eg: guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc.)*

★ ● 3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them
*eg: handling/constructing laboratory apparatus; making small-scale constructions, working accurately, and at speed; using a keyboard.*

● 3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina
*work-place sessions as opposed to school periods.*

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate
*including the appreciation of*
*– the difference between the application to set standards at work, and the 'grading' of tasks by teachers in schools*
*– the need to 'pace' one's effort*
*– the need to protect the safety of colleagues.*

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials
*eg: wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures – all in the context of vocational and creative leisure activities (ref. 10.4).*

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision
*eg: typing, picture-framing, wallpapering.*

3.8 Work on tasks where aesthetic judgements of shape and colour are required
*eg: choosing materials or designing for appearance as well as strength; painting for appearance as well as protection.*

3.9 Observe a skilled practitioner at work in an area of their choice, and appraise the judgement and skills involved
*eg: (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; 'throwing' a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref. 8.2). The appraisal is probably best developed through group discussion.*

★ 3.10 Be introduced to examples of complex equipment, in order to develop confidence in its use in the future
*eg: machine tools, electronic equipment, microcomputers.*

## Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The students should

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them
*eg: (encounters) receiving instructions; being asked for help, receiving a complaint – in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature*
*eg: (response) aggression; sympathy, evasion.*

4.2 Describe several patterns of behaviour, and analyse the interaction in terms of the roles of those involved
*eg: (patterns) use of authority or status; effect of aggression or appeasement; use of reason or emotional pressure*
*eg: (roles) parent and child; supervisor and worker; student and teacher.*

4.3 Identify and practice alternative responses
*eg: being aggressive, conciliatory, submissive, understanding, distant – probably in role-play – (possibilities of video).*

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter
*eg: dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref. 5.5).*

4.5 Predict the changes in role likely to occur for them in the near future
*eg: student to wage earner, child to parent.*

4.6 Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals
*eg: at work, eating out, in a library; self-presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref. 5.4).*

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category
*eg: (categories) old/young; friendly/unfriendly; kind/unkind; social classes, cultural groups, sexes*
*eg: (indicators) dress; accent; non-verbal behaviour.*

## Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to
a. their present situation
b. a predictable future working situation
c. Some wider current issues.

The students should

5.1 Be prepared for common moral dilemmas
*eg: individual v group loyalty, what constitutes 'stealing' at work, quality of workmanship, tax evasion, 'a fair day's work for a fair day's pay', sexual or racial discrmination.*

5.2 Give reasons for certain moral 'rules' and decisions
*eg: keeping promises, returning lost property, being faithful.*

5.3 Apply relevant moral terms to specific situations
*eg: integrity, corruption, cheating, fairness, in contexts such as sport, examinations, strikes 'perks' at work.*

5.4 Describe the prevailing moral code of given groups
*eg: cultures, ages, social groups, occupations (eg: soldiers, doctors, sexes).*

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles
*eg: honesty versus loyalty, in relation to issues such as those described above.*

5.6 Describe and analyse the moral consequences of actions
*eg: driving without insurance, the conception of a child; concealing information at interview (ref. 9.1.4 also).*

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

## Aim 6

To bring about a level of achievement in literacy, numeracy and graphicacy appropriate to ability, and adequate to meet the basic demands of contemporary society.

6.1 **Numeracy** The student should be able to
6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.
6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques
*What does their intended job require (a) of necessity, (b) for convenience?*
*What are their personal needs?*
6.1.3 Interpret place value.
6.1.4 Convert fractions to decimals and vice-versa.
6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units
*eg: through the interpretation of plans and preparation of materials in the course of a project.*
6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time
*eg: planning journeys (ref. 8.2).*
6.1.7 Interpret and use tables of figures
*eg: bank statement, temperature conversion, football results.*
6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.

6.1.9 Apply and interpret ratio and proportion
*eg: preparing mixtures, scale on mapes, wage increases.*
6.1.10 Calculate averages
*eg: average wage rates.*
6.1.11 Calculate percentages
*eg: VAT, discounts, tax rates.*
6.1.12 Make elementary algebraic substitutions
*eg: using a formula to determine one unknown.*
6.1.13 Describe the properties of common shapes, and measure angles.

6.2 **Graphicacy**
6.2.1 Make calculations and estimations of perimeter, area and volume or right-angled figures, circles and cylinders
*eg: estimating quantities of materials.*
6.2.2 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose
*eg: understanding of gradient of axes; pi-charts, bar-charts, etc. in the contexts of newspapers, textbooks, student projects (ref. 10.1).*
6.2.3 Appreciate perspective in space, photography, etc.

6.3 **Communication** The student should
6.3.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose
*eg: instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2)*
*eg: read a manual in order to know action to take in case of a breakdown.*
6.3.2 Be able to read and understand written questions and requests
*eg: questionnaires, memos, worksheets.*
6.3.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements,
and
identify instances where expert advice is relevant to a matter of opinion
*eg: sales literature (including comparison of products); political speeches (ref. 9.1)*
*eg: medical opinion on when to return to work (as opposed to an opinion on what is funny).*
★6.3.4 Find and use information from a variety of given sources, including electronic information sources
*eg: dictionaries, catalogues, indexes, encyclopedias, Prestel etc (ref. 9.17).*
6.3.5 Listen to, and understand information and requests given orally
*(ref. 3.5, 4.1).*
6.3.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar
*eg: formal letters and reports, informal notes and messages.*
6.3.7 Explain and describe events, processes and opinions sensibly and clearly in writing
*eg: accident reports, operating instructions, arguing a case.*
6.3.8 Make notes for own use
*eg: on visits, from books, during talks.*
6.3.9 Be able to express tabular or graphic data in written form of vice-versa
*eg: diagrams, charts, sketch maps, statistics (ref. 6.2, 10.3).*
6.3.10 Fill in forms correctly
*eg: driving licence applications, job applications, insurance claims.*
6.3.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences
*eg: friends, acquaintances, strangers, etc.*
6.3.12 Make a disciplined contribution to group discussion
*eg: following some procedure; accepting and responding to others' views.*
6.3.13 Use the telephone effectively.
6.3.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses
*eg: negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref. 1.3, 4.1).*
6.3.15 Experience membership of, and practice communication in, a variety of groups
*eg: formal, informal; large, small; decision making, task-centred; competitive and co-operative (ref. 9.2).*
6.3.16 Experience various roles in these groups
*eg: leader, recorder, participant, chairman.*
6.3.17 Experience and communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn
*eg: with children, in an office; with customers; with VIP's (ref. also 2.1, 2.3).*
6.3.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose
*eg: TV (video) programme; audio tape; newspaper; exhibition.*

6.3.19 Critically appraise examples in a medium of communication with which they have experience
*eg: TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.*

## Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young person.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

The student should

7.1 Learn how to take notes, or use given notes for their own purposes
*eg: when preparing an essay; when hearing a talk. Different strategies are possible.*

7.2 Know how to gain access to appropriate works of reference
*eg: location of library; use of index.*

7.3 Appreciate when a 'skim-read' and when to read for detail, and practise both techniques.

7.4 Practise discussions and questioning
*eg: with teachers, with colleagues, with experts, co-operative learning.*

7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning
*eg: aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice.*

7.6 Experience a variety of learning situations and evaluate their reactions to them
*eg: formal talks, group work, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose.*
*(These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them.)*

## Aim 8

To encourange the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

The students should

8.1 Examine and appraise given faults, problems or events, working individually in or a group
*eg: faulty equipment, college over-crowding, a fall in sales, lung cancer by.*
8.1.1 Thinking up alternative solutions or explanations
*eg: 'brainstorming' sessions in groups; listing alternatives without evaluation ('lateral' or 'divergent' thinking).*
8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it
*eg: logical deduction of consequences, probably implications.*
8.1.3 Considering or eliminating alternatives, in a systematic way
*eg: the need to hold some variables constant or have a 'control'; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation.*
8.1.4 Generalising as appropriate from previous experiences or data
*including discussion of the degree of confidence which is justified, the effects of further evidence, etc.*
Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.
8.2 Experience the process of planning an event or course of action, working individually and in groups
*eg: a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle by.*

8.2.1 Identifying the nature of a problem, and collecting relevant information
*eg: factors involved; factual data available; sources of expert advice.*
8.2.2 Working out alternative strategies and predicting their likely outcomes
*eg: as a pencil and paper exercise; as a topic for group discussion.*
8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate.
8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned
*eg: student performance should be judged with regard to this, rather than success or otherwise of the plan.*
★8.2.5 Develop the capacity to learn with computer assisted methods, using appropriate equipment.

## Aim 9

To bring about sufficient political and economic literacy to understand the social environment and participate in it.

*Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues that may arise among the students, or through an account in a case-study, the press, TV, etc.*

The students should

9.1 Appraise a policy dispute by
9.1.1 Identifying the cause of disagreement
*eg: goals, values, methods (especially if allocating resources), results (ref. 9.11).*
9.1.2 Saying what further information they need, and where it can be found
*(ref. 6.3.4).*
9.1.3 Identifying where and by whom any decision will be made
*eg: in a local authority, by the housing committee; in the college, by the Academic Board.*
9.1.4 Indicating who is likely to be affected by various policies and in what way
*eg: identify likely supporters/opponents (ref. 5.6).*
9.1.5 Describing alternative ways of influencing the decision, and evaluating their relative merits
*eg: by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating through discussion (ref. 8.2).*
9.1.6 Describing the issue using some basic political terms
*eg: conflict, power, consent-dissent, order-disorder, rules, compromise, consensus.*

9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them
*eg: family, youth-club, class, student union; formal and informal groups.*

9.3 Develop an awareness of the workings of formal decision-making groups by
*eg: groups which have rules of procedure.*
9.3.1 Experiencing membership of such a group
*eg: class meetings, or in role-play simulation.*
9.3.2 Experiencing/discussing different systems of voting
*eg: for nationwide referenda, general elections, class representative, goal of the month.*
9.3.3 Listing the conventional order of items on an agenda, and explaining their meaning and usage
*eg: minutes, standing items, AOB.*
9.3.4 Visiting and observing a public decision-making body in action
*eg: local council, college, Academic Board.*

9.4 Gain a basis for evaluating national politics by being able to.
9.4.1 Name the major political parties, their leaders, and describe major and/or distinctive items of policy
*eg: analysis of statements, actions, manifestos (ref 6.3.3); critical evaluation of media reports.*
9.4.2 Describe, in general terms, how local and central government relate, and the role of the EEC
*eg: probably approached through case study of a given issue.*
9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally
*eg: fundings of the college, repair of roads, law on speed limits.*

9.5 Check and explain a payslip
*eg: deductions, tax-coding.*

9.6 Balance income against expenditure and keep necessary records.

9.7 Make value-for-money calculations and estimations
*eg: when shopping; various sizes of product, special offers in shops (ref. 6.1).*

9.8 Plan an estimated personal budget for a typical working week in their intended jobs
*eg: travel costs, meals, entertainment, accommodation, etc. (ref. 11.5).*

9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards
*eg: comparative interest rates; conditions of use; etc.*

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigation (ref. 8.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.

9.10 Investigate how a business is run by identifying the factors involved in
i. deciding what to sell
*eg: market research effect of competition, design of product*
ii. choosing location
*eg: availability of labour, raw materials, transport, location of customers and competitors*
iii. borrowing money
*eg: banks, shareholders*
iv. employing people
*eg: wages, national insurance, legislation*
v. buying raw materials
*eg: examples from manufacturing and service industry*
vi. calculating overheads
*eg: rent, rates, advertising, office staff, maintenance, etc.*
vii. selling product
*eg: functions of sales staff, customer relations; determining prices*
viii. calculating profit/loss
*eg: simple accounting*
xi. what happens to profit/loss
*eg: interest payments, taxation, reinvestment dividends.*

9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention
*eg: houses, fresh fruit, fuel.*

9.12 Explain a selection of firms or organisations in basic economic terms
*eg: capitalist, co-operative, nationalised enterprises.*

9.13 Investigate the sources of cerntral and local government income, and where it is spent
*eg: case studies, use of reference texts, interpretation of tables and graphs.*

9.14 Read some common legal documents and be able to answer simple comprehension questions on them
*eg: guarantees, HP contracts, rental agreements.*

9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere.

9.16 Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action
*eg: an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right*
*eg: discussion of principle v expediency, rights and duties; discussion with the police representatives.*

9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the laws as it affects the consumer, the motorist, the employee
*eg: NCCL guide. Department of Employment publication (ref. 6.3.4).*

9.18 Distinguish between criminal and civil law, know the usual order to proceedings through the courts, and compare the function of tribunals
*eg: perhaps via case studies.*

9.19 Be aware of sources of legal aid and advice.

## Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

The students should

10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality
*eg: surveys of leisure facilities, open or unused spaces, distribution of shops or industry.*

10.2 Visit a social welfare centre as basis for discussing personal and community responsibility for others
*eg: old folk's homes, centres for the handicapped, day centres (ref. 4.1, 4.6).*

10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport
*eg: (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing and (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref. 8.2) referring to the notions of continuity, change, cause, effect, etc. as appropriate (ref. 8.1.4).*

10.4 Examine at least two different industries or places of work, identifying
*eg: a production and a service industry*

i. the enterprises, their use and dependence on energy
*eg: what fuels are used, and for what, the ecological and environmental implication of their use;*

ii. the production methods and materials which are used
*eg: mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref. 1.3); the effect of this of changes in materials;*

iii. the division of labour and the nature of individual jobs
*eg: the effect of full automatic, semi-automatic or manual control on the nature of jobs;*
*the effect of the use of power, production methods and materials on working conditions, skills required, etc. (ref. 1.2).*

10.4 Appraise the implications of some current developments in technology
*eg: as observed in the above industries or as currently highlighted in the news. Discussion of economic, social environmental and psychological implications (eg: capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs, etc.).*

## Aim 11

To bring about a development of the coping skills necessary to promote self-sufficiency in the young people.

The students should

11.1 Be able to plan and prepare adequate meals *including budgeting, shopping and costing.*

11.2 Use and maintain every-day machinery and equipment
*eg: fit an electric plug, use a launderette, iron a shirt. Willingness, and confidence, and a knowledge of how to learn these things are intended, rather than comprehensive practice.*

11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives
*eg: knowledge of the effect of drugs (coffee, aspirin, tobacco, 'hard' drugs, etc.); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref. 3.2).*

11.4 Practise simple first-aid techniques dealing with cuts, sprains, burns, etc Know when to call in expert help.

11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation
*eg: use of press, adverts, agencies, rental and purchase, regulations and procedures; do-it-yourself manuals.*

## Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction
There may be said to be four elements necessary to produce this flexibility;

a. Possession of commonly used and transferable skills and capacities;
b. Realisation of the need for flexibility;
c. Ability to identify the underlying principles of a process or activity;

d. Experience of and confidence in one's ability to transfer learning from one context to another.

It is hoped that many of the transferable capacities -- element (a) – are already embodies in the other core objectives.

Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10.

The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core. Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.

The students should

12.1 Whenever they develop a particular capacity in a given context

*eg: measuring up; estimating materials; following an instruction manual; giving instructions; fault finding.*

12.1.1 Identify other contexts in which the capacity could be useful

*eg: similarity between; assembly instructions and recipes; and adjusting bikes or sewing machines.*

12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation.

*Having identified a transferable skill, practise transferring and adapting it.*

12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning.

*As a contribution to the self-profile (ref. 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?*

# Appendix 3

**Publishers of Relevant Learning Materials**

Addison-Wesley Publisher Ltd
53 Bedford Square
London WC1B 3D2

Adult Literacy & Basic Skills Unit
Kingsbourne House
229-231 High Holborn
London WC1V 7DA

Arnold (Edward) Publishers Ltd
41 Bedford Square
London WC1B 3DQ

Arnold (E J) & Son Ltd
Butterley Street
Leeds LS10 1AX

Birmingham Right to Read
Project
Stainsby Centre
Stainsby Avenue
Birmingham B19 3ES

Blackie & Son Ltd
Wester Cleddens Road
Bishopbriggs
Glasgow GB4 2NZ

BBC Insight Information
London W1A 1AA

Broadcasting Support Services
252 Western Avenue
London W3

Cambridge University Press
The Edinburgh Building
Shaftesbury Road
Cambridge CB2 2RU

Careers Research and Advisory Centre
Bateman Street
Cambridge CB2 1LZ

Centerprise
136 Kingsland High Street
London E8

Central Independent TV
Central House
Broad Street
Birmingham B1 2JP

Cockpit Theatre Workshop
Gateforth Street
London NW5

Collins (W M) Sons & Co Ltd
PO Box
Glasgow G4 0NB

Community Service Volunteers
237 Pentonville Road
London W1 9NJ

Department of National Savings
Charles House
355 Kensington High Street
London W14

Foulsham (W) & Co Ltd
Yeovil Road
Slough SL1 4JH

Hackney Reading Centre
c/o Centerprise
136 Kingsland High Street
London E8

Harrap Ltd
19-23 Ludgate Hill
London EC4M 7PD

Health Education Council
78 New Oxford Street
London WC1A 1AH

Heinemann Educational Books Ltd
22 Bedford Square
London WC1B 3HH

Hodder & Stoughton Educational
Mill Road
Dunton Green
Sevenoaks
Kent TN13 2YD

Hutchinson Publishing Group
17-21 Conway Street
London W1P 5HL

ILEA Learning Materials Service
Publishing Centre
Highbury Station Road
London N1 2SB

Ladybird Books Ltd
PO Box 12
Beeches Road
Loughborough LE1 2NQ

Lambeth Directorate of Amenity Services
91 Clapham High Street
London SW4

Lanarkshire Health Board
14 Beckford Street
Hamilton ML3 0TA

Learning Materials Ltd
Dixon Street
Wolverhampton WV2 2BX

Leeds Adult Literacy Scheme
27 Harrogate Road
Leeds 7

Life Skills Associates
Ashling
Backchurch Lane
Leeds LS16 3DN

Longman Group Ltd
Longman House
Burnt Mill
Harlow
Essex CM20 2JE

Macmillan Educational
Houndsmills
Basingstoke
Hants RG21 2XS

MIND (National Association for Mental Health)
22 Harley Street
London W1

National Council for Civil Liberties
21 Tabard Street
London SE11 4LA

National Dairy Council
John Princes Street
London W1

National Elfrida Rathbone Society
11 Whitworth Street
Manchester M1 3GW

National Extension College
18 Brooklands Avenue
Cambridge CB2 2NN

Nelson (Thomas) & Sons Ltd
Nelson House
Mayfield Road
Walton on Thames
Surrey KT12 5PL

Oliver & Boyd Ltd
Robert Stevenson House
1-3 Baxter's Place
Leith Walk
Edinburgh EH1 3BB

Oxford University Press
Clarendon Press
Walton Street
Oxford OX2 6DP

Pan Books Ltd
Cavage Place
London SW10 9PG

Pitman Books Ltd
39 Parker Street
London WC2B 5PB

Scholastic Publications Ltd
141-143 Drury Lane
London WC2B 5TG

Schools Council
160 Great Portland Street
London W1N 6LL

Small Health Community Law Centre
477 Coventry Road
Birmingham 10

Souvenir Press
43 Great Russell Street
London WC1B 3PA

Tavistock Publications
11 New Fetter Lane
London EC4P 4FE

Town Teacher
25 Queen Street
Newcastle

Ward Lock Educational Co Ltd
Warwick House
116 Baker Street
London W1M 2BB

Woburn Press Ltd
Gainsborough House
11 Gainsborough Road
London E11 12S

Workers Educational Association
Temple House
9 Upper Berkeley Stre
London W1H 8BY

Yorkshire T V Ltd
The T V Centre
Leeds L53 1J5

Young Enterprise
48 Bryanston Square
London W1H 7LN

Youth Hostels Association
Trevelyon House
St Albans
Hertfordshire AL1 2DY

# FEU Publications

*Skills for living* is one of a number of FEU publications intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service.

Other FEU 'special needs' documents include:

*Students with special needs in FE* October 1981
A review of current and completed research relating to young people in the 14-19 age range with special educational needs. The report draws attention to particular research and development needs in this area: more co-ordinated and longitudinal studies are required; less stereotyping; more information on the type of provision that exists in FE for special needs; more curriculum development and supportive dissemination; greater expertise in counselling, guidance and assessment – especially in relation to employment prospects; and finally more support, both for the young people in the form of services and for FE teachers in the form of training.

*Stretching the system* December 1982
This publication follows up one of the recommendations made in *Students with special needs in FE* that the various organisational and curricular modes of provision for 'special needs' students required investigation. One inescapable conclusion of the document is that the quality of provision is extremely variable; fundamental curricular elements are often given insufficient attention and curriculum development that does exist is more often than not carried out in isolation.

*Making progress?* December 1982
A review of relevant literature and of current practice in the assessment of students in further education who have special educational needs, in particular those with moderate learning difficulties. The report provides case study examples of assessment practice and suggests guidelines for the development of assessment procedures related to the development of the curriculum.

*Teaching and learning strategies for FE students with special needs* To be published Spring 1983
Suggested guidelines for implementing the curriculum framework outlined in *Skills for living* concentrating on coping, and drawing on current innovative practice in colleges of FE and training workshops.

Copies of these documents (which are free of charge) are obtainable, while stocks last from the Publication Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ (Tel: 01-952 2366 ext 503). A complete list of FEU publications is also available from the Publications Despatch Centre.

The FEU also has a number of research projects (RP's) under way related to 'special needs'.

RP 88 Implementing a special needs curriculum in colleges of further education in Derbyshire.

RP 95 Significant living without employment for severely physically handicapped students.

RP 96 Bridging course for ESN school leavers and others.

Details of these projects are available from the FEU, Room 5/89, Elizabeth House, York Road, London SE1 7PH. Tel. No. 01-928 9222 Ext 3307/2410.